

Home Education Division.

Reading Course No. 1 (revised).

# DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,

WASHINGTON, D. C.

# THE WORLD'S GREAT LITERARY BIBLES.

Among the books of the world a few are so preeminent for content and style that they have been called "The Literary Bibles." These are the Iliad and the Odyssey of Homer, the Divine Comedy of Dante, the greater dramas of Shakespeare, and Goethe's Faust. Each of these is the embodiment and revelation of the ideals of a race, an age, or a civilization. They came out of the hearts and minds of the people for whom their authors were only spokesmen. They are therefore simple, fundamental, and comprehensive. They appeal to the hearts and grip the minds of all people everywhere, young and old, learned and unlearned, of whatever race or creed. They are human books, and take firm hold on the human life which we all live, which few understand, but which in all its phases has "interest without They are broad-minded books. Their authors saw life steadily and saw Kings and priests to God and humanity, they interpreted for man the it whole. eternal mysteries. Prophetic men, they stood on the mountain tops and caught the glow of the ever-dawning new day. Finely organized men, they felt the heart throb and pulse beat of the human race; they understood the hopes and fears and aspirations of humanity better than most, and they have set these to the music of rhythmic winged words.

These books should be read by all who would know the world's literature and life. The United States Bureau of Education has therefore chosen them for its first course in reading, and invites all serious-minded young men and women to join this, its national reading circle.

Evidence required.—(1) Each of these books must be read at least twice within the next three years from the time of joining the circle. (2) Each course must be completed within three years of the date of enrollment. (3) The reader must notify the bureau at the time each book is begun. (4) When each book is finished the reader must send a summary of the same. (5) This summary must include important incidents or facts in at least three sections of each book. When all summaries have been submitted a set of test questions will be sent to the reader.

To each person who gives satisfactory evidence of having read all the books on the list a certificate will be awarded.

Charles Alphonso Smith, of the University of Virginia; Charles Forster Smith, of the University of Wisconsin; Richard Burton, of the University of Minnesota; and William Lyon Phelps, of Yale University, have assisted the Bureau of Education in preparing this course of reading.

In writing about this course refer to it as "United States Bureau of Education, Home Education Division, Reading Course No. 1," or "The Literary Bibles Reading Course."

READING COURSE NO. 1.
<ol> <li>The Iliad of Homer. Lang, Leaf, and Myer. Macmillan Co., New York. \$0.25</li> <li>The Odyssey of Homer. Butcher and Lang. Macmillan Co., New York 80 or</li> </ol>
The Odyssey of Homer. William Cullen Bryant. Houghton Mifflin Co., Boston. Students' edition. 1.25
3. The Divine Comedy of Dante. C. E. Norton. Houghton Mifflin Co., Boston
or
The Diving Comedy of Dante. Thomas Y. Crowell & Co., New York.  Astor edition
or
The Divine Comedy of Dante. Henry Wadsworth Longfellow. Houghton
Mifflin Co., Boston
4. Shakespeare's The Merchant of Venice, Macbeth, Othello, and Hamlet.
Any edition.  5. Coathele Fourt Power Power Houghton Millin Co. Poston.
5. Goethe's Faust. Bayard Taylor. Houghton Mifflin Co., Boston 2.50
Reference books:
Introduction to Homer. Richard C. Jebb. Gayley's Classical Myths. Ginn & Co., N. Y. \$1.50. Classical Dictionary. William Smith. American Book Co., N. Y. \$4.25.
Note.—The Public Library will supply these books.  When no publisher is mentioned, the books may be obtained at varying prices, depending on the quality of the edition. Apply to any book dealer or publisher. The Bureau of Education does not lend nor sell the books.  The following courses are ready for distribution:
Course 1. Great Literary Bibles.
2. Masterpieces of the World's Literature.
3. Reading Course for Parents.
4. Miscellaneous Reading for Boys.
5. Miscellaneous Reading for Girls.
6. Thirty Books of Great Fiction.
7. Thirty World Heroes.
8. American Literature.
9. Thirty American Heroes.
10. American History.
11. France and Her History.
After-War-Course No. 12. Heroes of American Democracy—What Yesterday Means

for To-day.

No. 13. The Call of Plue Waters—A Reading Course of Seamanship, Navigation, and Marine Engineering for Men in the Service and the Merchant Marine.

No. 14. Iron and Steel—A Reading Course on the Manufacture of Iron and Steel, including the Blast Furnace, Metallurgy of Steel, and Its Manipulation into Various Products.

No. 15. Shipbuilding—A Reading Course on the Shipbuilding Industry—The Shipyard—Steel Ships—Preparing the Framework—Erecting the Hull—Wood Ships and Shipfitting.

No. 16. Machine Shop Work—A Reading Course on Machine Shop Work in its Various Branches.

If you wish to enroll in this or any other of the courses issued by the United States Bureau of Education, fill out the blank application and return it to the United States Bureau of Education, Washington, D. C., being careful to give the name and number of the course desired. If you live in any one of the following States, instead of returning the application to the Bureau of Education, send it to the address given for your State:

ARIZONA.—Frank C. Lockwood, Extension Division, Uni versity of Arizona, Tucson, Ariz.

Indiana.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.

IOWA.—O. E. Klingaman, Extension Division, University of Iowa, Iowa City, Iowa. Kentucky.—Wellington Patrick, Extension Division, University of Kentucky, Lexington, Ky.

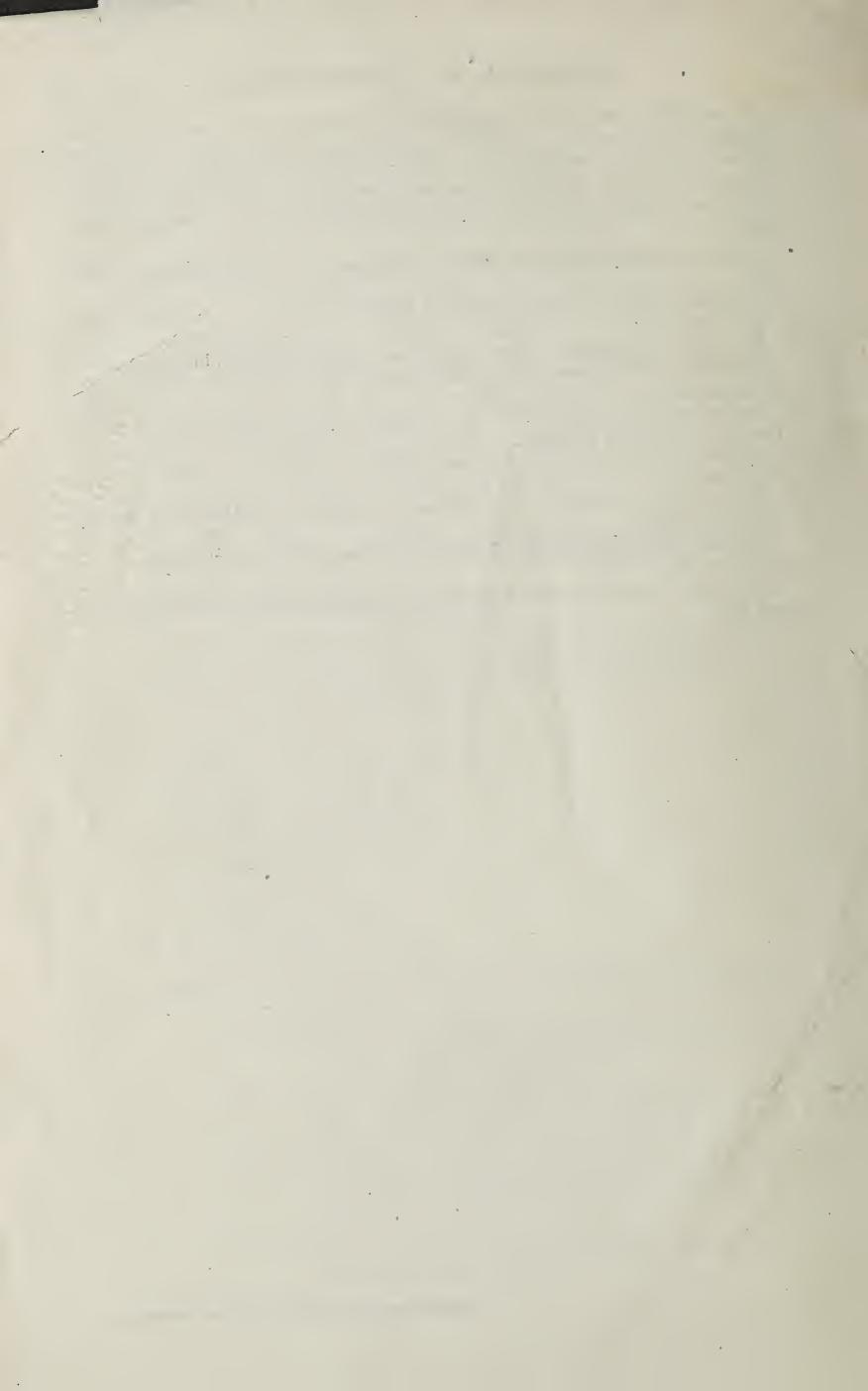
NORTH DAKOTA.—Albert S. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.

South Carolina,—Reed Smith, Extension Division, University of South Carolina, Columbia, S. C.

South Dakota,—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.

Virginia.—Charles G. Maphis, Extension Division, University of Virginia, Charlottesville, Va.

Wisconsin.—Louis E. Reber, Extension Division, University of Wisconsin, Madison, Wis.



# DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,

WASHINGTON, D. C.

# GREAT LITERATURE—ANCIENT, MEDIEVAL, AND MODERN.

It is difficult to estimate the value of a systematic course of reading in the greater literature of the world. It widens one's horizon, deepens one's current of thought, quickens one's interests, and makes all life richer and fuller; not only the life of the individual but of the Nation as well. That individuals and Nation alike may be thus enriched, the United States Bureau of Education is issuing, through its home education division, several carefully planned courses in reading.

To each person who submits satisfactory evidence of having read all the books on this list within three years from the time of joining the circle a certificate will be awarded bearing the seal of the United States Bureau of Education and signed by the Commissioner of Education.

Evidence required.—(1) Each course must be completed within three years of date of enrollment. (2) The reader must notify the bureau at the time that each book is begun. (3) When each book is finished the reader must send a summary of the same. (4) This summary must include important incidents or facts in at least three sections of each book. When all summaries have been submitted a set of test questions will be sent to the reader.

Charles Alphonso Smith, of the University of Virginia; Charles Foster Smith, of the University of Wisconsin; Richard Burton, of the University of Minnesota; and William Lyon Phelps, of Yale University, have assisted the Bureau of Education in preparing this course of reading.

### READING COURSE NO. 2.

The Book of Job. Moulton's Modern Reader's Bible. Macmillan Co.,	
New York	\$0.90
Deuteronomy. Moulton's Modern Reader's Bible. Macmillan Co., New	
York	. 75
Isaiah. Moulton's Modern Reader's Bible. Macmillan Co., New York	. 90
The Iliad of Homer. Lang, Leaf, and Myer. Macmillan Co., New York	. 25
The Odyssey of Homer. Butcher and Lang. Macmillan Co., New York	.80
$\circ r$	
The Odyssey of Homer. William Cullen Bryant. Houghton Mifflin Co.,	
Boston. Students' edition	1.25
The Prometheus Bound of Aeschylus. Janet Case. E. P. Dutton, New	
	. 45
	. 50
or	
The Eneid of Virgil. Williams. Houghton Mifflin Co., Boston	. 80
	2.00
12703°—20	
	New York.  Deuteronomy. Moulton's Modern Reader's Bible. Macmillan Co., New York.  Isaiah. Moulton's Modern Reader's Bible. Macmillan Co., New York The Iliad of Homer. Lang, Leaf, and Myer. Macmillan Co., New York The Odyssey of Homer. Butcher and Lang. Macmillan Co., New York  or The Odyssey of Homer. William Cullen Bryant. Houghton Mifflin Co., Boston. Students' edition.  The Prometheus Bound of Aeschylus. Janet Case. E. P. Dutton, New York.  The Æneid of Virgil. Taylor. E. P. Dutton, New York.  or The Æneid of Virgil. Williams. Houghton Mifflin Co., Boston The Nibelungenlied. Needler. Henry Holt & Co., New York

9. The Divine Comedy of Dante. Cary. Thomas Y. Crowell & Co., New York. Astor edition.	\$0.75
or	
The Divine Comedy of Dante. Norton. Houghton Mifflin Co., Boston,	
3 vols., each	1.50
or -	
The Divine Comedy of Dante. Henry Wadsworth Longfellow. Houghton	
Mifflin Co., Boston	2.50
10. Cervantes's Don Quixote. Johnson. Macmillan Co., New York	. 75
11. Shakespeare's Merchant of Venice, Macbeth, Hamlet, and Othello. Any	
edition	
12. Select Plays of Molière: Tartuffe the Impostor; Shopkeeper Turned Gentle-	
man; The Misanthrope. Macmillan Co., New York, each	. 30
13. Milton's Paradise Lost. Masson's edition. Thomas Y. Crowell & Co.,	
New York.	. 75
14. Goethe's Faust. Taylor. (2 vols. in one.) Houghton Mifflin Co., Boston.	2.50

Reference books: Gayley's Classical Myths (Ginn & Co.), \$1.50; Classical Dictionary, William Smith (American Book Co., New York), \$4.25; Introduction to Homer, Richard C. Jebb.

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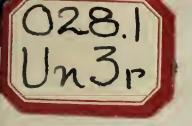
SOUTH CAROLINA.—Reed Smith, Extension Division, University of South Carolina, Columbia, S. C.

South Dakota, —John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.

Virginia.—Charles G. Maphis, Extension Division, University of Virginia, Charlottesville, Va.

Wisconsin.—Louis E. Reber, Extension Division, University of Wisconsin, Madison, Wis.

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Home Education Division.

Reading Course No. 3 (revised).
Miscellaneous.

# DEPARTMENT OF THE INTERIOR. BUREAU OF EDUCATION.

WASHINGTON, D. C.

# READING COURSE FOR PARENTS (REVISED).

Life is a school which never ceases to educate. "The learned," says Schopenhauer, "are those who have studied in books; the thinkers, geniuses, enlighteners of the world and liberators of the human race are those who have read direct from the pages of life itself."

Every mother is reading direct from the pages of life itself in bearing children and rearing a family. She is learning lessons as valuable as any she may give, for every woman who has experienced motherhood has a glimpse of life's great meanings—wider and deeper than is possible without this experience.

Every child has the right to a happy, joyous childhood. Parental understanding of the child—of his normal conditions, of the laws of health and growth, of the inner life—is necessary for those who fulfill the sacred trust of parenthood and for the perfect development of children for good citizenship and life.

Blighted lives, physically, mentally, and spiritually, are often the results of mistaken methods in bringing up children. Good but weak parents with aimless, drifting methods may have as bad influence on their children as parents whose characters are positively bad. The science of child nurture is the most important of all sciences. Infant mortality may be reduced more than half by education of mothers in baby hygiene. The home is the greatest educational force in the world, but it has never been fully equipped to carry on the great work for which it is destined. The home has the child entirely within its care for the first six years of life, and fully nine-tenths of the time after school days begin.

Believing that mothers and fathers who have gained experience through parenthood would welcome suggestions as to methods for the fullest development of the physical, mental, and spiritual life of children, the Home Education Division of the Bureau of Education recommends for reading and study the list of books given below. This list is made up of books which have proved valuable.

A shelf of books on child care and nurture should be part of every mother's equipment for her work. The lawyer with his library; the physician with his medical library; the teacher continually studying how to teach, are examples for the mother—the greatest teacher of all. She, too, should have her library for study and reference.

The list of books given here is not intended to be exhaustive. Many books helpful to parents in the care and education of their children are not included in it. Some of those not included may be better than some that are in the list, but the list is typical, and the books can not fail to be helpful.

Evidence required.—Readers must notify the bureau at the time they begin each book, and when each book is completed they must send a summary. When all summaries are completed, a test will be given.

A certificate signed by the Commissioner of Education and bearing the seal of the tes Bureau of Education will be awarded all who give satisfactory evidence I these books.

The Home Education Division of the Bureau of Education, Washington, D. C., will gladly give information about other books upon request, and will also attempt to answer briefly any specific questions in regard to the physical, mental, and moral education of young children.

By application to local or State libraries readers may be able to borrow the books. The bureau does not furnish them.

### READING COURSE NO. 3.

- 1. Practical Motherhood. Helen Y. Campbell, M. D. Longmans, Green & Co., New York. \$2.50.
- 2. For Girls and Mothers of Girls. Mary G. Hood, M. D. Bobbs, Merrill & Co., Indianapolis, Ind. \$1.
- 3. Marriage and the Sex Problem. Prof. F. W. Foerster. Frederick A. Stokes & Co., New York. \$1.50.
- 4. The Development of the Child. Nathan Oppenheim. Macmillan Co., New York. \$1.25.
- 5. Studies in Child Development. Julia Clark Hallam. Row, Peterson & Co., New York. \$1.25.
- 6. The Care of the Baby. J. P. Crozier Griffith, M. D. W. B. Saunders Co., Philadelphia. \$1.50.
- 7. Childhood. Mrs. Theodore Birney. Frederick A. Stokes & Co., New York. \$1.20.
- 8. Training of the Human Plant. Luther Burbank. Century Co., New York. 60 cents.
- 9. A Study of Child Nature. Elizabeth Harrison. National Kindergarten College, Chicago. \$1.10.
- 10. Children's Rights. Kate Douglas Wiggin and Nora Archibald Smith. Houghton,
  Mifflin Co., Boston. \$1.
- 11. A Montessori Mother. Dorothy Canfield Fisher. Henry Holt & Co., New York. \$1.25.
- 12. Misunderstood Children. Elizabeth Harrison. National Kindergarten College, Chicago. \$1.10.
- 13. Beckonings from Little Hands. Patterson Dubois. Dodd, Mead & Co., New York. 75 cents.
- 14. Training the Girl. William A. McKeever. Macmillan Co., New York. \$1.50.
- 15. Training the Boy. William A. McKeever. Macmillan Co., New York. \$1.50.
- 16. Ethics for Children. Ella Lyman Cabot. Houghton Mifflin Co., Boston. \$1.35.
- 17. Love and Law in Child Training. Emilie Poulsson. Milton Bradley Co., Springfield, Mass. \$1.
- 18. Dawn of Character. Edith E. Read Mumford. Longmans, Green & Co., New York. \$1.25.
- 19. Self-Reliance. Dorothy Canfield Fisher. Bobbs-Merrill Co., Indianapolis, Ind. \$1.25.
- 20. Foods and Household Management. Kinne and Cooley. Macmillan Co., New York. \$1.10.
- 21. Shelter and Clothing. Kinne and Cooley. Macmillan Co., New York. \$1.10.
- 22. Mother. Kathleen Norris. Macmillan Co., New York. \$1.
- 23. The Squirrel Cage. Dorothy Canfield Fisher. Henry Holt & Co., New York. \$1.35.
- 24. Polly Anna. Mrs. Eleanor Porter. L. C. Page, Boston. \$1.25.
- 25. Bobbie, General Manager. Olive Higgins Prouty. Frederick A. Stokes, New York. \$1.35.
- 26. Rebecca of Sunnybrook Farm. Kate Douglas Wiggin. Houghton Millin Co., Boston, Mass. \$1.20.

## LIST OF GUIDEBOOKS HELPFUL IN HOME OCCUPATIONS.

The Parents' Guide. The University Society of New York. 2 vols. \$7.50.

. Parents and Their Problems. National Congress of Mothers.

Library of Home Economics. American School of Home Economics, Chicago. 12 volumes.

Parents' Duty Concerning Sex. William L. Worcester, M. D. National Congress of Mothers, Washington, D. C. 10 cents.

The Care of the Baby. Public Health Service. United States Bureau of Education. The Student's Froebel (The Education of Man). Milton Bradley Co., Springfield, Mass. 90 cents.

Boston Cooking-School Book. Fannie M. Farmer. Little, Brown & Co., Boston. \$1.80.

Milk, the Indispensable Food for Children. Children's Bureau, Washington, D. C. Circular No. 35.

Prevention of Diseases and Care of the Sick. Public Health Service, Washington, D. C. Miscellaneous Publication No. 17.

## Publications of the Department of Agriculture, Washington, D. C.

Use Potatoes to Save Wheat. Office of the Secretary. Circular No. 106.

United States Food Leaflets, 1-20.

Bread and Breadmaking. Farmers' Bulletin 807.

How to Select Foods. I. What the Body Needs. Farmers' Bulletin 808.

How to Select Foods. II. Cereal Foods. Farmers' Bulletin 817.

How to Select Foods. III. Foods Rich in Protein. Farmers' Bulletin 824.

Home Canning by the One-Period Cold-Pack Method. Farmers' Bulletin 839.

Drying Fruits and Vegetables in the Home. Farmers' Bulletin 841.

How to Make Cottage Cheese. Farmers' Bulletin 850.

Home Canning of Fruits and Vegetables Taught to Canning Club Members in Southern States. Farmers' Bulletin 853.

Fresh Fruits and Vegetables as Conservers of Other Staple Foods. Farmers' Bulletin 871.

Salting, Fermentation, and Pickling. Farmers' Bulletin 881.

Homemade Fruit Butters. Farmers' Bulletin 900.

Commercial Evaporation and Drying of Fruits. Farmers' Bulletin 903.

## PUBLICATIONS OF THE CHILDREN'S BUREAU, WASHINGTON, D. C.

Children's Year Leaflet No. 1. Save 100,000 Babies. Bureau Publication No. 36.

Children's Year Leaflet No. 2, Part 1, Suggestions to Local Committee; Part 2, Suggestions to Examiners. Bureau Publication No. 38.

Children's Year Leaflet No. 3. Children's Year Working Program. Bureau Publication No. 40.

Saving Mothers.

Rural Obstetrics.

Baby-Saving Campaigns. Superintendent of Documents. Government Printing Office. 15 cents.

Infant Welfare Work in Wartime.

Birth Registration Test.

Standards Applicable to Child Labor.

Infant Care. Mrs. Max West. Bureau Publication No. 8.

Mills dispensable Food for Children. Bureau Publication No. 35. paigns (revised edition). Bureau Publication No. 15.

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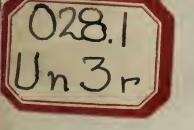
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Virginia.—Charles G. Maphis, Extension Division, University of Virginia, Charlottesville, Va.

Wisconsin.—Louis E. Reber, Extension Division, University of Wisconsin, Madison, Wis.



Home Education Division.

Reading Course No. 4 (revised).

# DEPARTMENT OF THE INTERIOR. BUREAU OF EDUCATION.

WASHINGTON, D. C.

# READING COURSE FOR BOYS.

For most boys in the United States school days are few. The average is only a little more than one thousand for each boy. For many boys the days are fewer still. While in school they have little time for general reading. Lessons in arithmetic, algebra, geometry, elementary science, geography, history, composition, technical grammar, and other subjects, take up most of the time. But all boys in the country and city alike may, if they will, find much time for the reading of good literature on Saturdays, Sundays, holidays, during the long vacations, and after they have quit school. Even if a boy works steadily for 10 hours a day, 6 days in a week, he may still find much time for such reading, if only he has learned to save his time, has a taste for reading, and has formed the reading habit. In a week there are 168 hours. Ten hours of work a day for 6 days make 60 hours for the week (most boys work much less; in many cities and States the day's work is limited to 8 hours); 10 hours a day for eating and sleeping make 70 hours; 3 hours a day for play and recreation make 21 hours; a total of 151 hours. This leaves 17 hours a week, or 884 hours a year, for reading—as many hours as are spent in school by a boy who attends school regularly and promptly 5 hours a day, 9 months in the year, with only 3 holidays.

A boy who has learned to use his time well and has a little good advice in selecting books may easily read two dozen good books a year without infringing on his time for work, sleep, or play and recreation. By reading two dozen good books a year, any boy may, before he is 20 years old, become familiar with a large part of the best literature of the world, fill his mind with helpful ideas and noble ideals, and gain something of the finest culture the world can offer. Many men have attained all this with less of opportunity than is presupposed here. The boy who has done this much, or even one-half or one-fourth of it, by the time he becomes a man, and has also formed the habits of saving his time and of reading good books, will continue to grow. His mind and heart will become richer and his life happier as the years go by. He will finally become a broad-minded, intelligent man of the world and a citizen of all time, instead of an ignorant, narrow-minded inhabitant of some restricted locality, without knowledge of the past and without outlook on the future. Though never leaving the county or city in which he was born, he may become familiar with every country of the world and acquainted with many of the best men and women of his time wherever they may live. A boy lying in the shade of a tree on a hot summer day with a book in his hand was asked by a passerby what he was doing. The prompt answer was, "I am traveling around the world, sir." And probably he was traveling to better purpose and seeing more than many thousands who buy their tickets on trains and steamships and pay hotel bills from country to country and from continent to continent.

It is to help earnest and industrious boys to accomplish these things that the Home Education Division of the United States Bureau of Education offers this Reading Course for Boys. There are many good books for boys. No one can say which are

best. Some books may be best for one boy and other books best for another boy. It is not expected that any boy will confine his reading to the books contained in this list. Other courses and lists will be issued by this bureau. Boys who have read the books of this course may want to read those of other courses and all boys will want to read books not contained in any formal lists prepared for them.

For reasons easily understood, books on religion are not included in this list. But every American boy, of whatever church he may be or if he be of no church, should know the English Bible and read it constantly.

A good book should be read more than once and every boy should own some of the books which he reads. Books are cheap and money paid for them is well invested and will pay large dividends in life and happiness and even in money itself. Most cities and towns in the United States and some country communities have good public libraries, and many public schools, both in city and country, have good small collections. Every community in which boys and girls live should have a public library with all the books of this list and many others in it.

To each person giving satisfactory evidence of having read all the books in this list there will be awarded a certificate, bearing the seal of the United States Bureau of Education and signed by the Commissioner of Education. It is hoped that many thousands may do so. State school officers are asked to cooperate with the Bureau of Education in directing in their several States this and other reading courses arranged by the bureau. In those States in which this is done the certificates may bear also the signature of the chief school officer.

Evidence required.—(1) Each course must be completed within three years of date of enrollment. (2) The reader must notify the bureau at the time that each book is begun. (4) When each book is finished, the reader must send a summary of the same. (5) This summary must include important incidents or facts in at least three sections of each book. When all summaries have been submitted a set of test questions will be sent to the reader.

If there is no such library in your community, in the school or elsewhere, then you should get all the boys and girls to work with you and not rest until there is one.

## MISCELLANEOUS READING COURSE FOR BOYS.

- 1. Hans Brinker. Mary Mapes Dodge.
- 2. The jungle book. Rudyard Kipling. Century Co.
- 3. Robinson Crusoe. Daniel Defoe.
- 4. The last of the Mohicans. James Fenimore Cooper.
- 5. Tom Sawyer. Mark Twain. Harper & Co.
- 6. Stover at Yale. Owen Johnson. Frederick A. Stokes & Co.
- 7. Lorna Doone. R. D. Blackmore.
- 8. Treasure Island. Robert Louis Stevenson.
- 9. The cloister and the hearth. Charles Reade.
- 10. David Copperfield. Charles Dickens.
- 11. Westward ho! Charles Kingsley.
- 12. Age of chivalry. Thomas Bulfinch.
- 13. Ivanhoe. Sir Walter Scott.
- 14. Idylls of the king. Alfred Tennyson.
- 15. Macbeth. William Shakespeare.
- 16. Merchant of Venice. William Shakespeare.
- 17. The Oregon trail. Francis Parkman.
- 18. Franklin's autobiography. G. P. Putnam's sons.
- 19. Abraham Lincoln. Norman Hapgood. Macmillan Co.
- 20. Robert E. Lee. Philip Alexander Bruce. George W. Jacobs & Co. \$1.25.

- 21. Burke's conciliation. Houghton Mifflin Co. 15 cents.
- 22. Webster's first Bunker Hill oration. Boston, Houghton Mifflin Co. 15 cents.
- 23. Washington's farewell address. Boston, Houghton Mifflin Co. 15 cents.
- 24. Lincoln's Gettysburg address. Boston, Houghton Mifflin Co. 15 cents.
- 25. Lives of poor boys who became famous. Saralı K. Bolton. Thomas Y. Crowell Co.
- 26. Famous scouts, including trappers, pioneers, and soldiers of the frontier. C. H. L. Johnston. L. C. Page & Co.
- 27. Careers of danger and daring. Cleveland Moffet. Century Co.
- 28. What can literature do for me. C. Alphonso Smith. Doubleday, Page & Co. \$1. Suggested reading for boys—not required. The Children's Hour. 10 vols. Boston, Houghton Mifflin Co.

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- 2. Masterpieces of the World's Literature.
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- 6. Thirty Books of Great Fiction.
- 7. Thirty World Heroes.
- 8. American Literature.
- 9. Thirty American Heroes.
- 10. American History.
- 11. France and Her History.
- After-War Course No. 12. Heroes of American Democracy—What Yesterday Means for To-day.
  - No. 13. The Call of Blue Waters—A Reading Course of Seamanship, Navigation, and Marine Engineering for Men in the Service and the Merchant Marine.
  - No. 14. Iron and Steel—A Reading Course on the Manufacture of Iron and Steel, including the Blast Furnace, Metallurgy of Steel, and Its Manipulation into Various Products.
  - No. 15. Shipbuilding—A Reading Course on the Shipbuilding Industry—The Shipyard—Steel Ships—Preparing the Framework—Erecting the Hull—Wood Ships and Shipfitting.
  - No. 16. Machine Shop Work—A Reading Course on Machine Shop Work in its Various Branches.

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South Carolina,—Reed Smith, Extension Division, University of South Carolina, Columbia, S. C.

South Dakota,—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.

VIRGINIA.—Charles G. Maphis, Extension Division, University of Virginia, Charlottesville, Va.

Wisconsin.—Louis E. Reber, Extension Division, University of Wisconsin, Madison, Wis.

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Home Education.

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Reading Course No. 4 (revised).

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# DEPARTMENT OF THE INTERIOR. BUREAU OF EDUCATION.

WASHINGTON, D. C.

# READING COURSE FOR BOYS.

For most boys in the United States school days are few. The average is only a little more than one thousand for each boy. For many boys the days are fewer still. While in school they have little time for general reading. Lessons in arithmetic, algebra, geometry, elementary science, geography, history, composition, technical grammar, and other subjects take up most of the time. But all boys in the country and city alike may, if they will, find much time for the reading of good literature on Saturdays, Sundays, holidays, during the long vacations, and after they have quit school. Even if a boy works steadily for 10 hours a day. 6 days in a week, he may still find much time for such reading, if only he has learned to save his time, has a taste for reading, and has formed the reading habit. In a week there are 168 hours. Ten hours of work a day for 6 days make 60 hours for the week (most boys work much less: in many cities and States the day's work is limited to 8 hours); 10 hours a day for eating and sleeping make 70 hours; 3 hours a day for play and recreation make 21 hours; a total of 151 hours. This leaves 17 hours a week, or 884 hours a year, for reading—as many hours as are spent in school by a boy who attends school regularly and promptly 5 hours a day, 9 months in the year, with only 3 holidays.

A boy who has learned to use his time well and has a little good advice in selecting books may easily read two dozen good books a year without infringing on his time for work, sleep, or play and recreation. By reading two dozen good books a year, any boy may, before he is 20 years old. become familiar with a large part of the best literature of the world. fill his mind with helpful ideas and noble ideals, and gain something of the finest culture the world can offer. Many men have attained all this with less of opportunity than is presupposed here. The boy who has done this much, or even one-half or one-fourth of it, by the time he becomes a man, and has also formed the habits of saving his time and of reading good books, will continue to grow. His mind and heart will become richer and his life happier as the years go by. He will finally become a broad-minded, intelligent man of the world and a citizen of all time, instead of an ignorant, narrow-minded inhabitant of some restricted locality, without knowledge of the past and without outlook on the future. Though never leaving the county or city in which he was born, he may become familiar with every country of the world

and acquainted with many of the best men and women of his time wherever they may live. A boy lying in the shade of a tree on a hot summer day with a book in his hand was asked by a passer-by what he was doing. The prompt answer was, "I am traveling around the world, sir." And probably he was traveling to better purpose and seeing more than many thousands who buy their tickets on trains and steamships and pay hotel bills from country to country and from continent to continent.

A good book should be read more than once and every boy should own some of the books which he reads. Books are cheap and money paid for them is well invested and will pay large dividends in life and happiness and even in money itself. Most cities and towns in the United States and some country communities have good public libraries, and many public schools, both in city and country, have good small collections. Every community in which boys and girls live should have a public library with all the books of this list and many others in it.

To each person giving satisfactory evidence of having read all the books in this list there will be awarded a certificate, bearing the seal of the United States Bureau of Education and signed by the Commissioner of Education. It is hoped that many thousands may do so.

Evidence required.—(1) Each course must be completed within three years of date of enrollment. (2) The reader must notify the bureau at the time that each book is begun. (4) When each book is finished, the reader must send a summary of the same. (5) This summary must include important incidents or facts in at least three sections of each book. When all summaries have been submitted, a set of test questions will be sent to the reader.

## MISCELLANEOUS READING COURSE FOR BOYS.

- 1. Hans Brinker. Mary Mapes Dodge.
- 2. The jungle book. Rudyard Kipling. Century Co.
- 3. Robinson Crusoe. Daniel Defoe.
- 4. The last of the Mohicans. James Fenimore Cooper.
- 5. Tom Sawyer. Mark Twain. Harper & Bros.
- 6. Stover at Yale. Owen Johnson. Little, Brown & Co.
- 7. Lorna Doone. R. D. Blackmore.
- 8. Treasure Island. Robert Louis Stevenson.
- 9. The cloister and the hearth. Charles Reade.
- 10. David Copperfield. Charles Dickens.
- 11. Westward ho! Charles Kingsley.
- 12. Age of chivalry. Thomas Bulfinch.
- 13. Ivanhoe. Sir Walter Scott.
- 14. Idylls of the king. Alfred Tennyson.

- 15. Macbeth. William Shakespeare.
- 16. Merchant of Venice. William Shakespeare.
- 17. The Oregon trail. Francis Parkman.
- 18. Franklin's autobiography. G. P. Putnam's Sons.
- 19. Abraham Lincoln. Norman Hapgood. Macmillan Co.
- 20. Robert E. Lee. Philip Alexander Bruce. George W. Jacobs & Co. \$1.25.
- 21. Burke's conciliation. Houghton Mifflin Co. 15 cents.
- 22. Webster's first Bunker Hill oration. Boston, Houghton Mifflin Co. 15 cents.
- 23. Washington's farewell address. Boston, Houghton Mifflin Co. 15 cents.
- 24. Lincoln's Gettysburg address. Boston, Houghton Mifflin Co. 15 cents.
- 25. Lives of poor boys who became famous. Sarah K. Bolton. Thomas Y. Crowell Co.
- 26. Famous scouts, including trappers, pioneers, and soldiers of the frontier. C. H. L. Johnston. L. C. Page & Co.
- 27. Careers of danger and daring. Cleveland Moffet. Century Co.
- 28. The Constitution of the United States.
- 29. A primer of citizenship. Mrs. Reginald de Koven. New York, E. P. Dutton & Co.

Note.—When no publisher is mentioned the books may be obtained at varying prices, depending on the quality of the edition. Apply to any store selling books or to any book dealer or publisher.

The Bureau of Education does not lend or sell the books. By application to your local library or your State library you may be able to secure the books.

The following courses are ready for distribution:

### Course.

- 1. Great Literary Bibles.
- 2. Masterpieces of the World's Literature.
- 3. Reading Course for Parents.
- 4. Miscellaneous Reading for Boys.
- 5. Miscellaneous Reading for Girls.
- 6. Thirty Books of Great Fiction.
- 7. Thirty World Heroes.
- 8. American Literature.
- 9. Thirty American Heroes.
- 10. American History.
- 11. France and Her History.
- 12. Heroes of American Democracy.
- 13. The Call of Blue Waters.

### Course.

- 14. Iron and Steel.
- 15. Shipbuilding.
- 16. Machine Shop Work.
- 17. Foreign Trade.
- 18. Dante.
- 19. Master Builders of To-day.
- 20. Teaching.
- 21. Twenty Good Books for Parents.
- 22. Agriculture and Country Life.
- 23. How to Know Architecture.
- 24. Citizenship and Government.
- 25. Pathways to Health.
- 26. Sixty Selected Stories for Boys and Girls.
- 27. Poetical Literature for Boys and Girls.

If you wish to enroll in any of the reading courses issued by the United States Bureau of Education, fill out the blank application and return it to the United States Bureau of Education, Washington, D. C., being careful to give the name and number of the course desired. If you live in any one of the following States, instead of returning the application to the Bureau of Education, send it to the address given for your State:

Arizona.—A. O. Neal, Extension Division, University of Arizona, Tucson, Ariz.

Arkansas.—Arthur M. Harding, Extension Division, University of Arkansas, Fayetteville, Ark.

Colorado.—Elmore Peterson, Extension Division, University of Colorado, Boulder, Colo.

Indiana.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.

Iowa.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa.

Kentucky.—Wellington Patrick, Department of University Extension, University of Kentucky, Lexington, Ky.

Louisiana.—J. O. Pettiss, Extension Division, State Normal College, Natchitoches, La.

North Carolina.—Chester D. Snell, Extension Division, University of North Carolina, Chapel Hill, N. C.

North Dakota.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.

Oklahoma.—Mrs. J. R. Dale, Oklahoma Library Commission, Oklahoma City, Okla.

Oregon.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Oreg.

South Carolina.—B. L. Parkinson, Extension Division, University of South Carolina, Columbia, S. C.

South Dakota.—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.

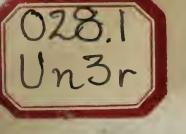
Utah.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.

Virginia.—Charles G. Maphis, Bureau of Extension, University of Virginia, University, Va.

Washington.—F. F. Nalder, Extension Division, State College, Pullman, Wash.

Wisconsin.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.

Hawaii.—D. L. Crawford, Extension Division, University of Hawaii, Honolulu, Hawaii.



Home Education Division.

Reading Course No. 5 (revised).
Miscellaneous.

# DEPARTMENT OF THE INTERIOR. BUREAU OF EDUCATION.

WASHINGTON, D. C.

# READING COURSE FOR GIRLS.

In our schools boys and girls learn to read, and those who are fortunate enough to attend schools of the best type form the habit of reading, learn to distinguish good books from bad and worthless books, and acquire a taste for the best. Others are less fortunate, and finish or quit school with little knowledge of books, with no well-established habits of reading, and without a sure and discriminating taste.

For most American girls school life is short, school hours are few, and there is little time in school for general reading. At best, the schools can give them only the ability to read—to understand through the eye and to interpret the printed page. The actual reading, beyond the school lessons, must be done at home and most of it after school days are over; for this most American girls have much time.

It is true also that reading is most profitable to those who, at the same time, are gaining knowledge through the actual and ordinary experience of life and home and industrial occupations. We learn by doing. Experience is the great educator. We learn by doing only when the doing is intelligent. Experience educates only when it is understood and it is most educative only when it becomes the means through which we interpret the experiences of others, adding them to our own and thus enriching our lives beyond the possibility of our own personal experiences. The learner must ever be a worker and the worker should ever be a learner. This leads to all-sided intelligence, fullness of life, happiness, and usefulness.

The books recommended in this course are chosen with a view to the duties and responsibilities that most girls must meet and assume in life, and with a consideration for their practical value in helping girls to learn the things they need to know, which can be learned most easily through reading.

A good book should be read more than once and every girl should own some of the books that she reads. Books are cheap and money paid for them is well invested and will pay large dividends in life and happiness and even in money. Most cities and towns in the United States and some country communities have good public libraries, and many public schools both in city and country have good collections. Every community in which boys and girls live should have a public library with all the books of this list and many others in it. If there is no such a library in your community, in the schools or elsewhere, then you should get all the girls to work with you and not rest until there is one.

Evidence required.—Readers who wish to secure the bureau's certificate must notify the bureau at the time they begin to read each book, and when each book is finished they must send a summary consisting of a description of the principal characters, the chief episodes, and their own impressions. Some of the books do not lend themselves to this form of summary. In these cases send a brief statement of the essential features

of the book. The books in each course must be read within three years of date of enrollment.

By application to local or State libraries readers may be able to borrow these books. The Bureau of Education does not furnish them.

To each person who gives satisfactory evidence of having read all the books in this list a certificate will be awarded bearing the seal of the United States Bureau of Education and signed by the Commissioner of Education. It is hoped that many thousands will do so.

The Home Education Division of the Bureau of Education will, as far as possible, answer questions about the subject matter of the books from those who are registered for this course.

### READING COURSE NO. 5.

- 1. Alice in wonderland. Lewis Carroll (pseud.). Thomas Y. Crowell Co.
- 2. Birds' Christmas carol. Kate Douglas Wiggin. Houghton Miffiin Co.
- 3. Little women. Louisa M. Alcott. Little, Brown & Co.
- 4. Pride and prejudice. Jane Austen.
- 5. The jungle book. Rudyard Kipling. Century Co.
- 6. David Copperfield. Charles Dickens.
- 7. Lorna Doone. R. D. Blackmore.
- 8. Mill on the floss. George Eliot.
- 9. Ivanhoe. Sir Walter Scott.
- 10. Evangeline. Henry W. Longfellow. Poem.
- 11. Idylls of the King. Alfred Tennyson.
- 12. Merchant of Venice. William Shakespeare.
- 13. Romeo and Juliet. William Shakespeare.
- 14. Florence Nightingale. Laura E. Richards. D. Appleton & Co.
- 15. The story of my life. Helen Keller. Doubleday, Page & Co.
- 16. A short history of the English people. J. R. Green.
- 17. Some silent teachers. Elizabeth Harrison. National Kindergarten College, Chicago.
- 18. Shelter and clothing. Kinne and Cooley. Macmillan Co.
- 19. Foods and household management. Kinne and Cooley. Macmillan Co.
- 20. The furnishing of a modest house. Fred Hamilton Daniels. Atkinson, Mentzer & Grover.
- 21. For Girls and Mothers of Girls. Mary G. Hood. Bobbs Merrill & Co., Indianapolis.
- 22. What can literature do for me? C. Alphonso Smith. Doubleday, Page & Co. Suggested books for girls:

The Children's Hour. 10 vols. Houghton Mifflin Co., Boston. Containing myths, fairy tales, folk lore, etc., selected from all writers of children's literature.

The following courses are ready for distribution:

Course 1. Great Literary Bibles.

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Home Education.

UNIVERSITY OF ILLINGUIS Course No. 5 (revised).
Miscellaneous.

## DEPARTMENT OF THE INTERIOR.

BUREAU OF EDUCATION.

WASHINGTON, D. C.

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### READING COURSE NO. 5.

- 1. Alice in Wonderland. Lewis Carroll (pseud.). Thomas Y. Crowell Co.
- 2. Birds' Christmas Carol. Kate Douglas Wiggin. Houghton Mifflin Co.
- 3. Little Women. Louisa M. Alcott. Little, Brown & Co.
- 4. Pride and Prejudice. Jane Austen.
- 5. The Jungle Book. Rudyard Kipling. Century Co.
- 6. David Copperfield. Charles Dickens.
- 7. Lorna Doone. R. D. Blackmore.
- 8. Mill on the Floss. George Eliot.
- 9. Ivanhoe. Sir Walter Scott.
- 10. Evangeline. Henry W. Longfellow. Poem.
- 11. Idylls of the King. Alfred Tennyson.
- 12. Merchant of Venice. William Shakespeare.
- 13. Romeo and Juliet. William Shakespeare.
- 14. Florence Nightingale. Laura E. Richards. D. Appleton & Co.

- 15. The Story of My Life. Helen Keller. Doubleday, Page & Co.
- 16. A Short History of the English People. J. R. Green.
- 17. Some Silent Teachers. Elizabeth Harrison. Macmillan Co., N. Y.
- 18. Shelter and Clothing. Kinne and Cooley. Macmillan Co.
- 19. Foods and Household Management. Kinne and Cooley. Macmillan Co.
- 20. The Furnishing of a Modest House. Fred Hamilton Daniels. Atkinson, Mentzer & Grover.
- 21. For Girls and Mothers of Girls. Mary G. Hood. Bobbs-Merrill Co., Indianapolis.
- 22. The Constitution of the United States.

### Suggested books for girls:

The Children's Hour. 10 vols. Houghton, Mifflin Co., Boston. Containing myths, fairy tales, folk lore, etc., selected from all writers of children's literature.

The following courses are ready for distribution:

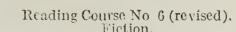
Course 1. Great Literary Bibles.

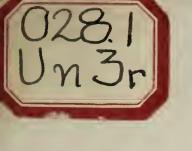
- 2. Masterpieces of the World's Literature.
- 3. Reading Course for Parents.
- 4. Miscellaneous Reading for Boys.
- 5. Miscellaneous Reading for Girls.
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- 7. Thirty World Heroes.
- 8. American Literature.
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- 17. Foreign Trade.
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- 25. Pathways to Health.
- 26. Sixty Selected Stories for Boys and Girls.
- 27. Poetical Literature for Boys and Girls.

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- being careful to give the name and number of the course desired. If you live in any one of the following States, instead of returning the application to the Bureau of Education, send it to the address given for your State:
- Arizona.—A. O. Neal, Extension Division, University of Arizona, Tucson, Ariz.
- Arkansas.—Arthur M. Harding, Extension Division, University of Arkansas, Fayetteville, Ark.
- Colorado.—Elmore Peterson, Extension Division, University of Colorado, Boulder, Colo.
- Indiana.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.
- Iowa.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa.
- Kentucky.—Wellington Patrick, Department of University Extension, University of Kentucky, Lexington, Ky.
- Louisiana.—J. O. Pettiss, Extension Division, State Normal College, Natchitoches, La.
- North Carolina.—Chester D. Snell, Extension Division, University of North Carolina, Chapel Hill, N. C.
- North Dakota.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.
- Oklahoma.—Mrs. J. R. Dale, Oklahoma Library Commission, Oklahoma City, Okla.
- Oregon.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Oreg.
- South Carolina.—B. L. Parkinson, Extension Department, University of South Carolina, Columbia, S. C.
- South Dakota.—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.
- Utah.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.
- Virginia.—Charles G. Maphis, Bureau of Extension, University of Virginia, University, Va.
- Washington.—F. F. Nalder, Extension Division, State College, Pullman, Wash.
- Wisconsin.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.
- Hawaii.—D. L. Crawford, Extension Division, University of Hawaii, Honolula, Hawaii.





Home Education Division.

# DEPARTMENT OF THE INTERIOR. BUREAU OF EDUCATION.

WASHINGTON, D. C.

# THIRTY BOOKS OF GREAT FICTION.

The best and most complete expression of the ideals and tendencies of any people at any time is to be found in their literature. For modern times this expression is to be found most often and most fully in great works of fiction. Without an acquaintance with some of these books it is impossible to know the inner life—the real life—of the peoples of whom such a knowledge is most worth while. Any reading of history, any scientific study of economics or sociology, should be supplemented by some reading of the writings of the masters of fiction. The Home Education Division of the Bureau of Education has therefore prepared the following list of 30 books of fiction, mostly modern, for those who wish to read to good purpose in this field.

The value of such literature is well indicated by Dr. C. Alphonso Smith, of the University of Virginia, in his book, What Can Literature Do for Me? He says of literature of this and other kinds that it can give you an outlet for your own ideals and thoughts, it can keep before you the vision of the ideal, it can give you a better knowledge of human nature, it can restore the past to you, it can show you the glory of the commonplace, it can give you the mastery of your own language.

At the end of this list of 30 books is a list of 4 books helpful in fixing a purpose and acquiring a method in reading. Those who take this course of reading under the direction of the Bureau of Education will be expected to read these 4 books also.

Evidence required.—Readers who wish to secure the bureau's certificate must notify the bureau at the time they begin each book, and when each book is finished they must send a summary consisting of a description of the principal characters, the chief episodes, and their own impressions. Some of the books do not lend themselves to this form of summary. In these cases send a brief statement of the essential features of the books.

To each person who gives satisfactory evidence of having read all the books on the list a certificate will be awarded bearing the seal of the United States Bureau of Education and signed by the Commissioner of Education. All young men and women who want to know the best there is in the literature of the world and to gain the inspiration it gives are invited to join this National Reading Circle. It is hoped many thousands will do so.

By application to local or State libraries readers may be able to borrow these books. The Bureau of Education does not furnish them.

Charles Alphonso Smith, of the University of Virginia: Charles Forster Smith, of the University of Wisconsin; Richard Burton, of the University of Minnesota: and William Lyon Phelps, of Yale University, have assisted the Bureau of Education in preparing this course.

## READING COURSE NO. 6.

- 1. Adam Bede. George Eliot.
- 2. Arabian Nights.
- 3. A Modern Instance. William Dean Howells. Boston, Houghton Mifflin Co. \$1.50.
- 4. Clarissa Harlowe. Samuel Richardson.
- 5. David Copperfield. Charles Dickens.
- 6. Guy Mannering. Sir Walter Scott.
- 7. History of Henry Esmond. William M. Thackeray.
- 8. Ivanhoe. Sir Walter Scott.
- 9. Joseph Vance. William F. De Morgan. New York, Henry Holt & Co. \$1.75
- 10. Kidnapped. Robert Louis Stevenson.
- 11. Lorna Doone. R. D. Blackmore.
- 12. Luck of Roaring Camp. Bret Harte. Boston, Houghton Miffiin Co. \$1.
- 13. Ordeal of Richard Feverel. George Meredith. New York, Chas. Scribners' Sons. \$1.
- 14. Pilgrim's Progress. John Bunyan.
- 15. Pride and Prejudice. Jane Austen.
- 16. Robinson Crusoe. Daniel Defoe.
- 17. Romola. George Eliot.
- 18. Tale of Two Cities. Charles Dickens.
- 19. The Cloister and the Hearth. Charles Reade.
- 20. Vanity Fair. William M. Thackeray.
- 21. Vicar of Wakefield. Oliver Goldsmith.
- 22. Last of the Molicans. J. Fenimore Cooper.
- 23. Scarlet Letter. Nathaniel Hawthorne.
- 24. The Pilot. J. Fenimore Cooper.
- 25. Les Miserables. Victor Hugo.
- 26. The Three Musketeers. Alexander Dumas.
- 27. Père Goriot. Honoré de Balzac.
- 28. Anna Karenina. Count Leo Tolstoi.
- 29. With Fire and Sword. Henryk Sienkiewicz.
- 30. Treasure Island. Robert Louis Stevenson.

## SOME GOOD HELPS TO LITERATURE.

- 1. What Can Literature Do for Me? C. Alphonso Smith. Garden City, N. Y., Doubleday Page & Co. \$1.
- 2. Great Books as Life Teachers. Newton Dwight Hillis. Chicago, Ill., Fleming H. Revell. \$1.50.
- 3. Literature and Life. W. D. Howells. New York, Harper & Bros. \$2.25.
- 4. World's Literature and Its Place in General Culture. R. G. Moulton. New York, Macmillan Co. \$1.75.

Note.—When no publisher is mentioned, the books may be obtained at varying prices, depending on the quality of the edition. Apply to any store selling books or to any book dealer or publisher.

The following courses are ready for distribution:

Course 1. Great Literary Bibles.

- 2. Masterpieces of the World's Literature.
- 3. Reading Course for Parents.
- 4. Miscellaneous Reading for Boys.
- 5. Miscellaneous Reading for Girls.
- 6. Thirty Books of Great Fiction.
- 7. World's Heroes.

- Course 8. American Literature.
  - 9. Thirty American Heroes.
  - 10. American History.
  - 11. France and Her History.
- After War-Course No. 12. Heroes of American Democracy—What Yesterday Means for To-day.
  - No. 13. The Call of Blue Waters—A Reading Course of Seamanship, Navigation, and Marine Engineering for Men in the Service and the Merchant Marine.
  - No. 14. Iron and Steel—A Reading Course on the Manufacture of Iron and Steel, including the Blast Furnace, Metallurgy of Steel, and Its Manipulation into Various Products.
  - No. 15. Shipbuilding—A Reading Course on the Shipbuilding Industry—The Shippard—Steel Ships—Preparing the Framework—Erecting the Hull—Wood Ships and Shipfitting.
  - No. 16. Machine Shop Work—A Reading Course on Machine Shop Work in its Various Branches.

If you wish to enroll in this or any other of the courses issued by the United States Bureau of Education, fill out the blank application and return it to the United States Bureau of Education, Washington, D. C., being careful to give the name and number of the course desired. If you live in any one of the following States, instead of returning the application to the Bureau of Education, send it to the address given for your State:

ARIZONA.—Frank C. Lockwood, Extension Division, University of Arizona, Tucson, Ariz.

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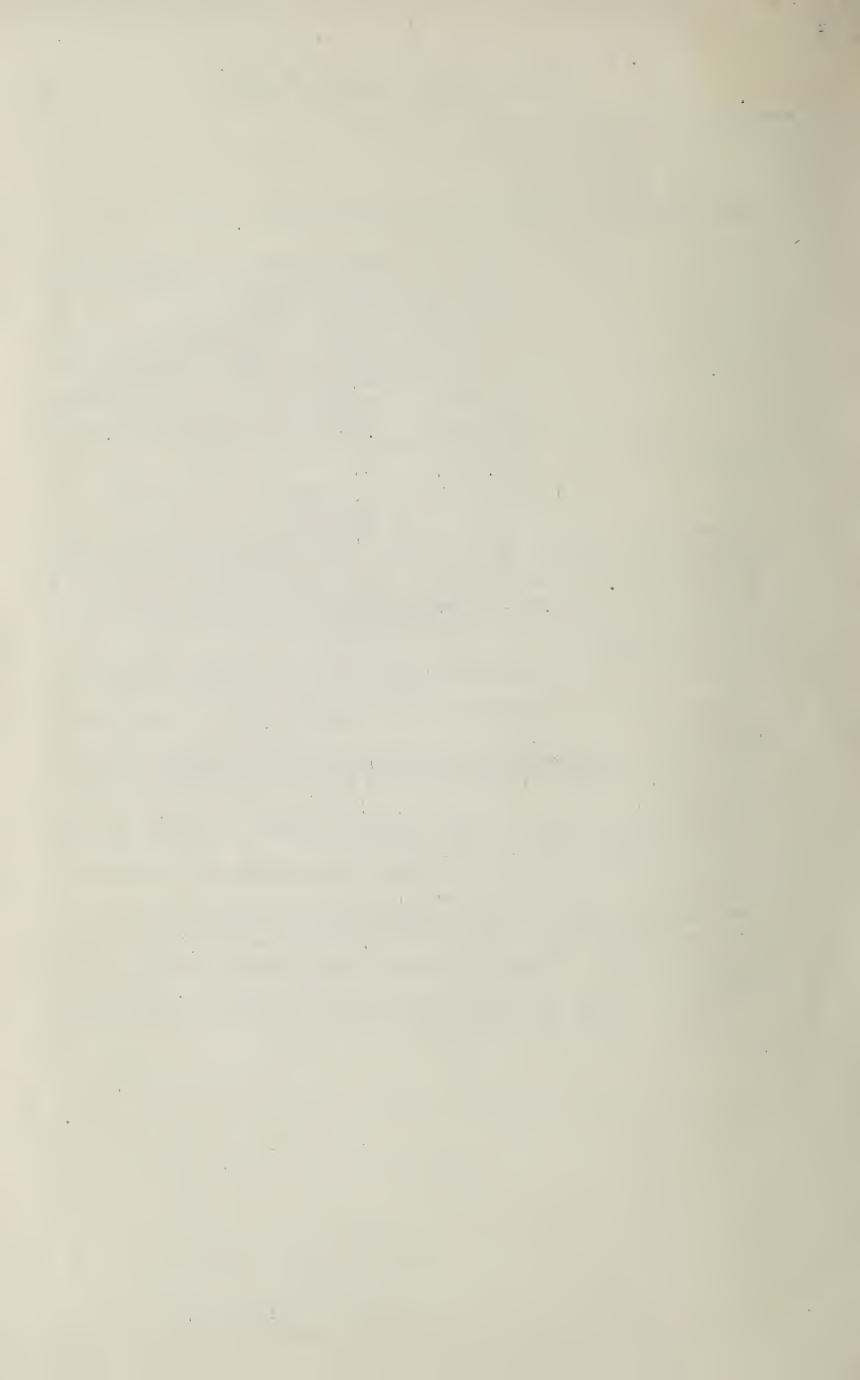
NORTH DAKOTA.—Albert S. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.

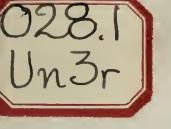
South Carolina.—Reed Smith, Extension Division, University of South Carolina, Columbia, S. C.

SOUTH DAKOTA.—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.

Virginia.—Charles G. Maphis, Extension Division, University of Virginia, Charlottesville, Va.

Wisconsin.—Louis E. Reber, Extension Division, University of Wisconsin, Madison, Wis.





Home Education Division.

Reading Course No. 7 (revised).

# DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION.

WASHINGTON, D. C.

# THIRTY WORLD HEROES.

There is no more inspiring reading than a good biography. A life story speaks directly to other lives. We gather strength from reading of the struggles and achievements, the battles and victories of others. "Nobleness enkindles nobleness"; power quickens courage to dare and do.

Sometimes the chance reading of a certain biography changes the entire course of a person's life. A new point of view is gained; a sense of values is established. In extending our interests we enlarge our sympathies and understanding, and open new doors to opportunity.

One of the best approaches to history is the very human way of learning to know some of the representative men of different periods and various phases of effort. Carlyle has said truly that "the history of what man has accomplished in this world is at bottom the history of the great men who have worked here."

In the selection made for this course of 30 names from the shining list of the leaders of men through the ages, the aim has been to present a series of life stories that are interesting and inspiring in themselves and that illustrate distinct steps in the progress of man in his struggle for freedom—freedom from enslavements of many kinds. The leaders of thought like Socrates and St. Paul, who break the bonds of ignorance and superstition, stand here with the master minds—Dante, Shakspeare, Molière, and Goethe, who quicken the imagination and broaden our comprehension of the manifold phases of human existence. Lovers of humanity like Francis of Assisi, Florence Nightingale, Elizabeth Frye, and Count Tolstoi, who set free our sympathies, are placed side by side with men of action like Alexander, Cæsar, and William of Orange, who leveled the barriers between nations and national prejudices. Disciples of pure science like Galileo and Darwin rank with lovers of ideal beauty like Michael Angelo.

In many cases a reference is first given to a brief or popular biography and, second, to a more complete treatment for those who will read more.

In preparing this list of books, the Bureau of Education has had the assistance of Mary R. Parkman.

A certificate signed by the Commissioner of Education and bearing the seal of the United States will be given to any person who gives satisfactory evidence of having read one or the other of the two books designated for each hero.

Evidence required.—(1) Each course must be completed within three years of date of enrollment. (2) The reader must notify the bureau at the time each book is begun. (3) When each book is finished, the reader must send a summary of the same. (4) This summary must include important incidents in at least three periods of the life of the person whose biography has been read.

Credit will not be given for reading done previous to enrollment.

By application to local or State libraries readers may be able to borrow these books. The bureau does not furnish them.

### THIRTY WORLD HEROES.

1. Moses.

Exodus and Deuteronomy. Modern Readers' Bible. Macmillan Co., New York. 60 cents each.

2. Socrates.

Dialogues and Discourses of Plato. Vol. 2. E. P. Dutton, New York. 60 cents. (Includes Xenophon's Memorabilia.)

Socrates. By J. T. Forbes. Charles Scribner's Sons, New York. \$1.50.

3. Alexander.

Alexander the Great. By Benjamin Ide Wheeler. G. P. Putnam, New York. \$1.50.

4. Julius Cæsar.

Seven Roman Statesmen. By C. W. C. Oman. Longmans Green & Co., New York. \$1.75.

Life of Julius Cæsar. By W. Warde Fowler. G. P. Putnam, New York. \$1.50.

5. St. Paul.

St. Paul the Traveller and Roman Citizen. By W. M. Ramsey. G. P. Putnam, New York. \$3.

6. Marcus Aurelius.

Golden Book of Marcus Aurelius. E. P. Dutton, New York. 60 cents.

Marcus Aurelius and the Later Stoics. By F. W. Bussell. Charles Scribner's Sons, New York. \$1.50.

7. St. Augustine.

Confessions. (Autobiography.) E. P. Dutton, New York. 60 cents.

8. Mohammed.

Heroes and Hero Worship. Thomas Carlyle. Charles Scribner's Sons, New York. 50 cents.

Mohammed and His Power. By P. DeLacy Johnston. Charles Scribner's Sons. \$1.50.

9. Alfred the Great.

Story of King Alfred. By Walter Besant. D. Appleton, New York. 50 cents. Life and Times of Alfred the Great. By Charles Plummer. Oxford University Press, New York. \$2.

10. Joan of Arc.

Jeanne d'Arc. By E. M. Wilmot-Buxton. Frederick Stokes, New York. 75 cents.

Joan of Arc. By Mark Twain. Harper Bros., New York. \$2.50.

11. Dante.

Makers of Florence. By Mrs. Oliphant. A. L. Burt, New York. 75 cents. Vision of Dante Alighieri. E. P. Dutton, New York. 50 cents.

12. Michael Angelo.

Makers of Florence. By Mrs. Oliphant. A. L. Burt, New York. 75 cents. Michael Angelo. By Romain Rolland. Translated by Frederick Street. Duffield & Co., New York. \$2.50.

13. St. Francis of Assisi.

Everybody's St. Francis. By Maurice F. Egan. Century Co., New York. \$2.50.

Life of Francis of Assisi. By Paul Sabatier. Charles Scribner's Sons, New York. \$2.50.

14. William of Orange.

William the Silent. By A. M. Miall. Frederick Stokes, New York. 75 cents. Rise of the Dutch Republic. By Motley. 3 vols. E. P. Dutton, New York. 60 cents each.

15. Galileo.

Great Astronomers. By Sir Robert S. Ball. Lippincott & Co., Philadelphia, Pa. \$1.50.

16. Shakespeare.

Shakespeare, His Mind and Art. By Edward Dowden. Harper Bros., New York. \$1.75.

Life of Shakespeare. By W. J. Rolfe. The Page Co., Boston. \$3.

17. Molière.

Molière, His Life and Works. By Brander Matthews. Charles Scribner's Sons, New York. \$2.

18. Cromwell.

Life of Cromwell. By Theodore Roosevelt. Charles Scribner's Sons, New York. \$2.

19. Napoleon.

History of Napoleon Bonaparte. By J. G. Lockhart. E. P. Dutton, New York. 60 cents.

Napoleon, Warrior and Ruler. By William O'Connor Morris. G. P. Putnam, New York. \$1.50.

20. Pestalozzi.

Pestalozzi, His Life and Work. By De Guimps. D. Appleton & Co., New York. \$1.60.

21. Goethe.

Life of Goethe. By George Henry Lewes. E. P. Dutton, New York. 60 cents.

22. Rousseau.

Rousseau and Naturalism in Life and Thought. By William Henry Hudson. Charles Scribner's Sons, New York. \$1.50.

23. Darwin

Life and Letters. By Francis Darwin. D. Appleton & Co., New York. 2 vols. \$5.

24. Scott.

More Than Conquerors. By Ariadne Gilbert. Century Co., New York. \$1.35.

Life of Scott. By J. G. Lockhart. E. P. Dutton, New York. 60 cents.

25. Livingstone.

More Than Conquerors. By Ariadne Gilbert. Century Co., New York. \$1.35.

Personal Life of David Livingstone. By W. Garden Blaikie. Fleming H. Revell, New York. 60 cents.

26. Florence Nightingale.

Life of Florence Nightingale. By Laura E. Richards. D. Appleton & Co., New York. \$1.35.

Life of Florence Nightingale. By Sarah A. Tooley. Macmillan, New York. \$2.

27. Elizabeth Frye.

Story of Elizabeth Frye. By Laura E. Richards. Houghton Mifflin Co., Boston. \$1.

28. Pasteur.

More Than Conquerors. By Ariadne Gilbert. Century Co., New York. \$1.35.

Life of Pasteur. By Rene Vallery-Radot. Trans by R. L. Devonshire. Doubleday, Page & Co., Garden City, N. Y. \$3.

29. Tolstoi.

Tolstoi, the Man and His Message. By Edward A. Steiner. F. H. Revell, New York \$1.50.

Reminiscences. By Ilya Tolstoi. Century Co., New York \$2.50.

30. Stevenson.

Life of Robert Louis Stevenson. By J. M. Overton.

Life of Robert Louis Stevenson. By Graham Balfour.

## GOOD COLLECTIVE BIOGRAPHIES.

Heroes and Hero Worship. By Thomas Carlyle.

Representative Men. By Emerson. A. L. Burt Co., New York. 75 cents.

Heroes and Saints to the End of the Middle Ages. By George Hodges. Henry Holt & Co., New York. \$1.35.

Saints and Heroes Since the Middle Ages. By George Hodges. Henry Holt & Co., New York. \$1.35.

More Than Conquerors. By Ariadne Gilbert. Century Co., New York. \$1.35.

Heroes of To-day. By M. R. Parkman. Century Co., New York. \$1.35.

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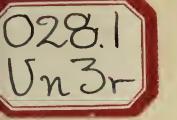
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Virginia.—Charles G. Maphis, Extension Division, University of Virginia, Charlottesville, Va.

Wisconsin.—Louis E. Reber, Extension Division, University of Wisconsin, Madison, Wis.

WASHINGTON: GOVERNMENT PRINTING OFFICE: 1920



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Home education

Reading Course No. 7 (revised)

#### DEPARTMENT OF THE INTERIOR

BUREAU OF EDUCATION

WASHINGTON, D. C.

#### THIRTY WORLD HEROES

There is no more inspiring reading than a good biography. A life story speaks directly to other lives. We gather strength from reading of the struggles and achievements, the battles and victories of others. "Nobleness enkindles nobleness"; power quickens courage to dare and do.

Sometimes the chance reading of a certain biography changes the entire course of a person's life. A new point of view is gained; a sense of values is established. In extending our interests we enlarge our sympathies and understanding, and open new doors to opportunity.

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1. Moses. Exodus and Deuteronomy. Modern Readers' Bible Macmillan Co., New York. 60 cents each.

2. Socrates. Dialogues and Discourses of Plato. Vol. 2. E. P. Dutton, New York. 60 cents. (Includes Xenophon's Memorabilia.)

Socrates. By J. T. Forbes. Charles Scribner's Sons, New York. \$1.50.

3. Alexander the Great. By Benjamin Ide Wheeler. G. P. Putnam, New York. \$1.50.

4. Seven Roman Statesmen. By C. W. C. Oman. Longmans Green & Co., New York. \$1.75.

Green & Co., New York. \$1.75. Life of Julius Cæsar. By W. Warde Fowler. G. P. Putnam. New York. \$1.50.

5. St. Paul the Traveller and Roman Citizen. By W. M. Ramsey. G. P. Putnam, New York. \$3.

6. Golden Book of Marcus Aurelius. E. P. Dutton, New York. 60 cents.

Marcus Aurelius and the Later Stoics. By F. W. Bussell. Charles Scribner's Sons, New York. \$1.50.

7. St. Augustine Confessions. (Autobiography.) E. P. Dutton, New York. 60 cents.

8. Mohammed. Heroes and Hero Worship. Thomas Carlyle. Charles Scribner's Sons, New York. 50 cents.

Mohammed and His Power. By P. DeLacy Johnston. Charles Scribner's Sons. \$1.50.

9. Story of King Alfred. By Walter Besant. D. Appleton. New York. 50 cents.

Life and Times of Alfred the Great. By Charles Plummer. Oxford University Press, New York. \$2.

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10

10. Jeanne d'Arc. By E. M. Wilmot-Buxton. Frederick Stokes, New York. 75 cents.

Joan of Arc. By Mark Twain. Harper Bros., New York.

\$2.50.

11. Dante. Makers of Florence. By Mrs. Oliphant. A. L. Burt, New York. 75 cents. Vision of Dante Alighieri. E. P. Dutton, New York. 50

cents.

12. Michael Angelo. Makers of Florence. By Mrs. Oliphant. L. Burt, New York. 75 cents.

Michael Angelo. By Romain Rolland. Translated by Frederick Street. Duffield & Co., New York. \$2.50.

13. Everybody's St. Francis. By Maurice F. Egan. Century Co., New York. \$2.50. Life of Francis of Assisi. By Paul Sabatier. Charles Scrib-

ner's Sons, New York. \$2.50.

14. William the Silent. By A. M. Mial. Frederick Stokes, New 75 cents.

Rise of the Dutch Republic. By Motley. 3 vols. E. P. Dutton, New York. 60 cents each.

15. Galileo. Great Astronomers. By Sir Robert S. Ball. pincott & Co., Philadelphia Pa. \$1.50.

16. Shakespeare, His Mind and Art. By Edward Dowden. per Bros., New York. \$1.75.

Life of Shakespeare. By W. J. Rolfe. The Page Co., Bos-

ton. \$3. 17. Molière, His Life and Works. By Brander Matthews.

Charles Scribner's Sons, New York. \$2.

18. Life of Cromwell. By Theodore Roosevelt. Charles Scrib-

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19. History of Napoleon Bonaparte. By J. G. Lockhart. E. P. Dutton, New York. 60 cents.

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20. Pestalozzi, His Life and Work. By De Guimps. D. Appleton & Co., New York. \$1.60. 21. Life of Goethe. By George Henry Lewes. E. P. Dutton,

New York. 60 cents.

22. Rousseau and Naturalism in Life and Thought. By William Henry Hudson. Charles Scribner's Sons, New York. \$1.50.

23. Darwin. Life and Letters. By Francis Darwin. D. Appleton & Co., New York. 2 vols. \$5.

24. Scott. More Than Conquerors. By Ariadne Gilbert. Century Co., New York. \$1.35.

Life of Scott. By J. G. Lockhart. E. P. Dutton, New York.

60 cents.

25. Livingstone. More Than Conquerors. By Ariadne Gilbert. Century Co., New York. \$1.35. Personal Life of David Livingstone. By W. Garden Blaikie.

Fleming H. Revell, New York. 60 cents.

26. Life of Florence Nightingale. By Laura E. Richards.

Appleton & Co., New York. \$1.35. Life of Florence Nightingale. By Sarah A. Tooley. Macmillan, New York. \$2.

27. Story of Elizabeth Frye. By Laura E. Richards. Houghton Mifflin Co., Boston. \$1.

28. Pasteur. More Than Conquerors. By Ariadne Gilbert. Cen-

tury Co., New York. \$1.35. Life of Pasteur. By Rene Vallery-Radot. Trans. by R. L. Devonshire. Doubleday, Page & Co., Garden City, N. Y. \$3.

29. Tolstoi, the Man and His Message. By Edward A. Steiner. F. H. Revell, New York. \$1.50. Reminiscences. By Ilya Tolstoi. Century Co., New York.

\$2.50.

30. Life of Robert Louis Stevenson. By J. M. Overton. Life of Robert Louis Stevenson. By Graham Balfour.

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Representative Men. By Emerson. A. L. Burt Co., New York. 75 cents.

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Saints and Heroes Since the Middle Ages. By George Hodges. Henry Holt & Co., New York. \$1.35.

More Than Conquerors. By Ariadne Gilbert. Century Co., New York. \$1.35.

Heroes of To-day. By M. R. Parkman. Century Co., New York. \$1.35.

#### FULL LIST OF READING COURSES ISSUED BY UNITED STATES BUREAU OF EDUCATION

Course 1. World's Great Liter-|Course 13. The Call of Blue ary Bibles.

- 2. Great Literature, Ancient, Medieval, and Modern.
- 3. Miscellaneous Reading for Parents.
- 4. Miscellaneous Reading for Boys.
- 5. Miscellaneous Reading for Girls.
- 6. Thirty Books of Great Fiction.
- 7. Thirty World Heroes.
- 8. American Literature.
- 9. Thirty American Heroes.
- 10. American History.
- 11. France and Her History.
- 12. Heroes of American Democracy.

Waters.

- 14. Iron and Steel.
- 15. Shipbuilding.16 Machine-Shop Work.
- 17. Foreign Trade.
- 18. Reading Course on Dante.
- 19. Master Builders of To-day.
- 20. Teaching.
- 21. Twenty Good Books for Parents.
- 22. Agriculture and Country Life.
- 23. Architecture.
- 24. Citizenship and Government.
- 25. Pathways to Health.
- 26. Sixty Selected Stories for Boys and Girls.
- 27. Poetical Literature for Boys and Girls.

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Arizona.—A. O. Neal, Extension Division, University of Arizona, Tucson, Ariz.

Arkansas.—Arthur M. Harding, Extension Division, University of Arkansas, Fayetteville, Ark.

Colorado.—Elmore Peterson, Extension Division, University of Colorado,

Boulder, Colo.

Indiana.—Walton S. Bittner, Extension Division, University of Indiana,
Bloomington, Ind.

Iowa.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa.

Kentucky.—Wellington Patrick, Department of University Extension,

University of Kentucky, Lexington, Ky.

Louisiana.—J. O. Pettiss, Extension Division, State Normal College,
Nath Carolina, Charter D. Carolina, Charter D. Carolina, Carolina, Carolina, Charter D. Carolina, Carolina, Charter D. Carolina, Carolina,

Natchitoches, La.

North Carolina.—Chester D. Snell, Extension Division, University of
North Carolina, Chapel Hill, N. C.

North Dakota.—Albert H. Yoder, Extension Division, University of North
Dakota, Grand Forks. N. Dak.

Oklahoma.—Mrs. J. R. Dale, Secretary, Library Commission, Oklahoma
City. Okla.

Oregon.—Dan E. Clark, Extension Division, University of Oregon, Eu-

gene, Oreg.

South Carolina.—B. L. Parkinson Extension Department, University of South Carolina, Columbia, S. C.

South Dakota.—John C. Tjaden, Extension Division, University of South Dakota. Vermilion, S. Dak.

Utah.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.

Vincinia—Charles G. Maphis, Bureau of Extension, University of Vir-

Virginia.—Charles G. Maphis, Bureau of Extension, University of Virginia, University, Va.

ginia, University, Va.

Washington.—F. F. Nalder, Extension Division, State College, Pullman, Wash.

Wisconsin.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.

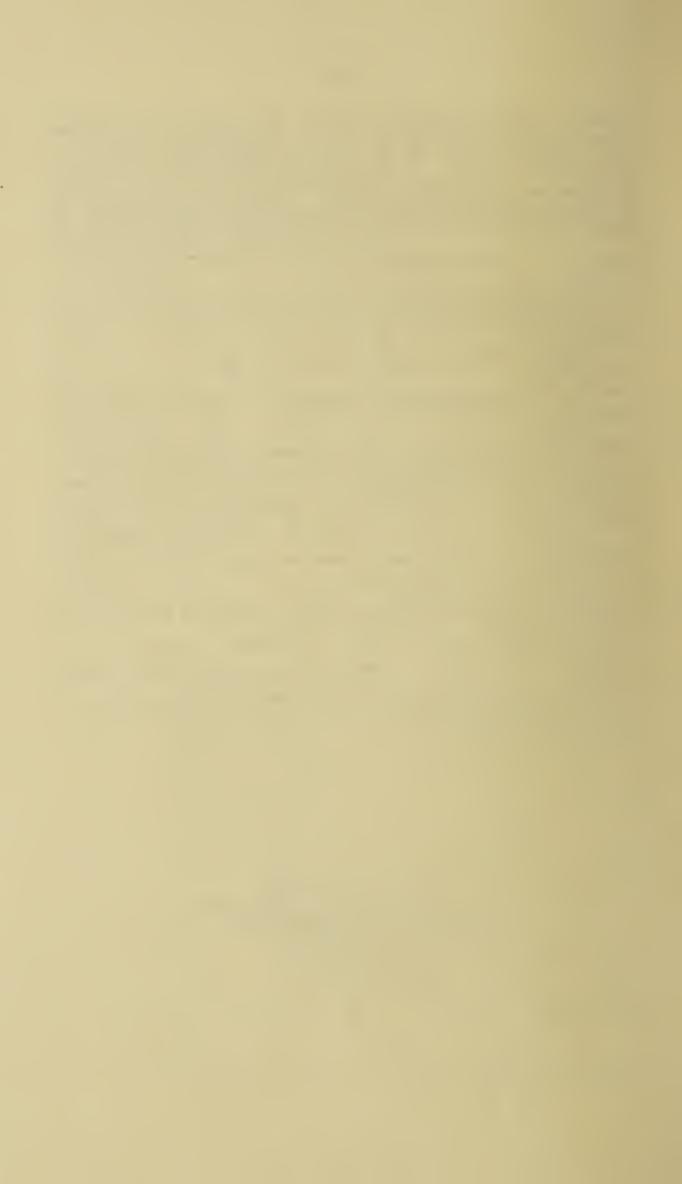
Hawaii.—D. L. Crawford, Extension Division, University of Hawaii,

Honolulu, Hawaii.

#### ADDITIONAL COPIES

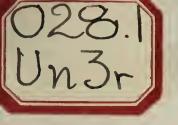
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AT 5 CENTS PER COPY









Home Education Division.

Reading Course No. 8 (revised). American History.

### DEPARTMENT OF THE INTERIOR. BUREAU OF EDUCATION.

WASHINGTON, D. C.

#### AMERICAN LITERATURE.

In other courses of reading, already arranged by the Bureau of Education, books have been selected from the literature of most or all of the culture peoples of the world. There are, however, many individuals who would like to have some direction for a course of reading in American literature alone, to the end that they may gain some knowledge of those books that express our own ideals, purposes, and tendencies. For these the following list of books has been arranged. In this as in other lists no claim is made for any book that it is absolutely the best of its class. Comparative merit in literature, especially in modern literature, is largely a matter of personal judgment. But the list has been selected with much care and with the advice of scholarly men whose judgment in this subject is of the highest value. Poetry and history have been excluded. These will be included in other courses of reading to be arranged later.

For admission to this course it is necessary only to write to the Home Education Division of the Bureau of Education, Washington, D. C., giving your name, post-office address, your age, and a very brief statement of your education and occupation.

To each person who gives satisfactory evidence of having read all the books on the list a certificate will be awarded bearing the seal of the United States Bureau of Education and signed by the Commissioner of Education. All young men and women who want to know the best there is in the literature of the world and to gain the inspiration it gives are invited to join this national reading circle, and it is hoped many thousands may do so.

Evidence required.—Readers who wish to secure the bureau's certificate must notify the bureau at the time they begin each book, and when each book is finished they must send a summary consisting of a description of the principal characters, the chief episodes, and their own impressions. Some of the books do not lend themselves to this form of summary. In those cases send a brief statement of the essential features of each book.

By application to local or State libraries readers may be able to borrow these books. The Bureau of Education does not furnish them.

Charles Alphonso Smith, of the University of Virginia; Charles Forster Smith, of the University of Wisconsin; Richard Burton, of the University of Minnesota; and William Lyon, of Yale University, have assisted the Bureau of Education in preparing this course.

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#### READING COURSE No. VIII.

	The American	
2.	Autocrat of the Breakfast Table	.Oliver Wendell Holmes.
	Ben Hur	
	Biglow Papers	
	Essays	
	Representative Men	
7.	Democracy	.James Russell Lowell.
	The Federalist	
9.	Four Million	.O. Henry.
10.	The Goldbug, etc	.Edgar Allan Poe.
	The Grandissimes	
12.	Huckleberry Finn	.Mark Twain.
13.	Tom Sawyer	.Mark Twain.
14.	Last of the Mohicans	.J. Fenimore Cooper.
15.	Luck of Roaring Camp	.Bret Hart.
16.	Man without a Country	.Edward Everett Hale.
	Marble Faun	
18.	Scarlet Letter	.Nathaniel Hawthorne.
19.	A Modern Instance	.William Dean Howells.
20.	Montcalm and Wolfe	.Francis Parkman.
21.	My Summer in a Garden	.Charles Dudley Warner.
22.	Reign of Law	.James Lane Allen.
23.	The Sketch Book	.Washington Irving.
24.	Two Years Before the Mast	.R. H. Dana.
25.	Walden	.Henry David Thoreau.

#### SOME GOOD HELPS TO LITERATURE.

1. What Can Literature Do for Me? C. Alphonso Smith. Garden City, N. Y., Doubleday Page & Co. \$1.

2. Great Books as Life Teachers. Newton Dwight Hillis. Chicago, Ill., Fleming H. Revell. \$1.50.

3. Literature and Life. W. D. Howells.

New York, Harper & Bros. \$2.25.

4. Aims of Literary Study. H. Corson.

New York, Macmillan Co. \$0.75.

5. World's Literature and Its Place in General Culture. R. G. Moulton. New York, Macmillan Co. \$1.75.

Note.—When no publisher is mentioned the books may be obtained at varying prices, depending on the quality of the edition. Apply to any store selling books or to any book dealer or publisher.

The following courses are ready for distribution:

Course 1. Great Literary Bibles.

- 2. Masterpieces of the World's Literature.
- 3. Reading Course for Parents.
- 4. Miscellaneous Reading for Boys.
- 5. Miscellaneous Reading for Girls.
- 6. Thirty Books of Great Fiction.
- 7. Thirty World Heroes.
- 8. American Literature.
- 9. Thirty American Heroes.
- 10. American History.
- 11. France and Her History.

- After-War Course No. 12. Heroes of American Democracy—What Yesterday Means for To-day.
  - No. 13. The Call of Blue Waters—A Reading Course of Seamanship, Navigation, and Marine Engineering for Men in the Service and the Merchant Marine.
  - No. 14. Iron and Steel—A Reading Course on the Manufacture of Iron and Steel, including the Blast Furnace, Metallurgy of Steel, and Its Manipulation into Various Products.
  - No. 15. Shipbuilding—A Reading Course on the Shipbuilding Industry—The Shipyard—Steel Ships—Preparing the Framework—Erecting the Hull—Wood Ships and Shipfitting.
  - No. 16. Machine Shop Work—A Reading Course on Machine Shop Work in its Various Branches.

If you wish to enroll in this or any other of the courses issued by the United States Bureau of Education, fill out the blank application and return it to the United States Bureau of Education, Washington, D. C., being careful to give the name and number of the course desired. If you live in any one of the following States, instead of returning the application to the Bureau of Éducation, send it to the address given for your State:

ARIZONA.—Frank C. Lockwood, Extension Division, University of Arizona, Tucson, Ariz.

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Iowa.—O. E. Klingaman, Extension Division, University of Iowa, Iowa City, Iowa. Kentucky.—Wellington Patrick, Extension Division, University of Kentucky, Lexington, Ky.

NORTH DAKOTA.—Albert S. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.

South Carolina, —Reed Smith, Extension Division, University of South Carolina, Columbia, S. C.

South Dakota,—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.

VIRGINIA.—Charles G. Maphis, Extension Division, University of Virginia, Charlottesville, Va.

Wisconsin.—Louis E. Reber, Extension Division, University of Wisconsin, Madison, Wis. .

## DEPARTMENT OF THE INTERIOR. BUREAU OF EDUCATION.

WASHINGTON, D. C.

#### THIRTY AMERICAN HEROES.

In the selection made for this course of 30 names from the list of American leaders the aim has been to present those who have added in some definite way to human progress or to the sum of human happiness. The "great captains with their guns and drums," who in stone memorials occupy the high places of our parks and public squares, are not after all the most enduring heroes. In the real growth of a people the most important and permanent phases are those which have little to do with great cataclysms, such as the wars of nation against nation. The true heroes of human advance—statesman, pioneer, discoverer, inventor, naturalist, poet, historian, reformer, patriot—are workers for humanity in many places and in many ways.

In assembling the references given below the aim has been in many instances to give with each hero a good, brief story that will serve as an adequate introduction to the life, and, second, a more complete treatment in order that each reader may follow up his particular interest. It has been found necessary in some cases to let the inclusion of one great man rather than another be determined by the availability of adequate and inspiring biographical material.

In preparing this list of books the Bureau of Education has had the assistance of Mary R. Parkman.

A certificate bearing the seal of the United States Bureau of Education will be awarded to any person who gives satisfactory evidence of having read all the books on this list.

Evidence required.—(1) Each course must be completed within three years of date of enrollment. (2) The reader must notify the Bureau at the time each book is begun. (3) When each book is finished the reader must send a summary of the same. (4) This summary must include important incidents in at least three periods of the life of the person whose biography has been read.

Credit will not be given for reading done previous to enrollment.

By application to local or State libraries readers may be able to borrow these books. The Bureau of Education does not furnish them.

In writing about this course please address the Bureau of Education and refer to the Home Education Division Reading Course No. 9, or as Thirty American Heroes.

#### THIRTY AMERICAN HEROES.

1. Columbus.

Columbus the Discoverer. By Frederick D. Ober. Harper & Bros., New York. \$1.

2. Father Marquette.

Heroes of the Middle West. By M. H. Catherwood. Ginn & Co., New York. 50 cents.

Father Marquette. By Reuben Gold Thwaites. D. Appleton & Co., New York. \$1.25.

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#### 3. William Penn.

William Penn. By Rupert S. Holland. Macmillan Co., New York. 50 cents.

The True William Penn. By Sydney G. Fisher. J. B. Lippincott, Philadelphia. \$2.

#### 4. Washington.

Washington, A Virginia Cavalier. By Wm. H. Mace. Rand, McNally & Co., Chicago. 35 cents.

George Washington. By Woodrow Wilson. Harper & Bros., New York. \$1.50.

#### 5. Franklin.

Benjamin Franklin. By E. Lawrence Dudley. Macmillan Co., New York. 50 cents.

Autobiography of Franklin. G. P. Putnam, New York. \$1.

Life of Franklin. By John T. Morse. Houghton-Mifflin Co., Boston. \$1.35.

#### 6. Hamilton.

Alexander Hamilton. By C. A. Conant. Houghton-Mifflin Co., Boston. 75 cents.

Alexander Hamilton. By Henry C. Lodge. Houghton-Mifflin Co., Boston. \$1.35.

#### 7. Jefferson.

Life of Jefferson. By H. C. Merwin. Houghton-Mifflin Co., Boston. 75

Life and Writings of Thomas Jefferson. By S. E. Forman. Bobbs-Merrill Co., Indianapolis. \$2.50.

#### 8. Daniel Boone.

Daniel Boone. By Reuben G. Thwaites. D. Appleton & Co., New York. \$1.25.

Daniel Boone and the Wilderness Road. By H. Addington Bruce. Macmillan Co., New York. \$1.50.

#### 9. George Rogers Clark.

How George Rogers Clark Won the Northwest. By R. G. Thwaites. A. C. McClurg, Chicago. \$1.25.

The Winning of the West. By Roosevelt. Putnam Sons, New York. 6 vols. \$9.

#### 10. Lincoln.

Men Who Made the Nation. By Edwin Erle Sparks. Macmillan Co., New York. \$1.25.

A Short Life of Lincoln. By John G. Nicolay. Century Co., New York. \$3. Life of Lincoln. By Ida M. Tarbell.

#### 11. Lee.

Life of Lee. By Bradley Gilman. Macmillan Co., New York. 50 cents. Lee, the American. By Gamaliel Bradford. Houghton Mifflin Co., Boston. \$3.

#### 12. Horace Mann.

Horace Mann, Educator, Patriot and Reformer. By Geo. A. Hubbell. William F. Fell & Co., Philadelphia. \$1.50.

#### 13. Hawthorne.

Life of Hawthorne. By George E. Woodberry. Houghton Mifflin Co., Boston. \$1.35.

#### 14. Parkman.

Life of Parkman. By Charles Haight Farnham. Little Brown & Co., Boston. \$2.

15. Sidney Lanier.

Life of Sidney Lanier. By Edward Mims. Houghton Mifflin Co., Boston. \$1.35.

16. Mark Twain.

Boy's Life of Mark Twain. By Albert Bigelow Paine. Harper & Bros. \$1.25. Life of Mark Twain. By Albert Bigelow Paine. Harper & Bros., New York. 3 vols. \$6 per set.

17. Morse.

Masters of Space. By Walter K. Towers. Harper & Bros., New York. \$1.25. Letters and Journals. By E. L. Morse. Houghton Mifflin Co., Boston. 2 vols. \$8.

18. Fulton.

Robert Fulton. By Alice C. Sutcliffe. Macmillan Co., New York. 50 cents.

19. McCormick.

Cyrus Hall McCormick. By Herbert N. Casson. A. C. McClurg, Chicago. \$1.50.

20. Edison.

Thomas A. Edison. By Francis Rolt-Wheeler. Macmillan Co., New York, 50 cents.

Life of Edison. By Dyer and Martin. Harper & Bros., New York. 2 vols. \$4 per set.

21. Booker Washington.

Up From Slavery. (Autobiography.) Doubleday, Page & Co., Garden City, N. Y. \$1.50.

22. Trudeau.<sup>1</sup>

Autobiography of Edward L. Trudeau. Doubleday, Page & Co., Garden City, N. Y. \$2.50.

23. Jacob Riis.1

The Making of an American. (Autobiography.) By Riis. Macmillan Co., New York. \$2.50.

24. John Muir.

Story of My Boyhood and Youth. By Muir. Houghton Mifflin Co., Boston. \$2.50.

25. John Burroughs.<sup>1</sup>

Our Friend, John Burroughs. By Clara Barrus. Houghton Mifflin Co., Boston. \$2.25.

26. Mary Lyon.<sup>1</sup>

Life of Mary Lyon. By Beth Bradford Gilchrist. Houghton Mifflin Co., Boston. \$1.75.

27. Frances E. Willard.<sup>1</sup>

Life of Frances Willard. By Ray Strachey. Fleming Revell, New York. \$1.50.

28. Clara Barton.<sup>1</sup>

Life of Clara Barton. By Percy H. Epler. Macmillan Co., New York. \$2.50.

29. Alice Freeman Palmer.<sup>1</sup>

Life of Alice Freeman Palmer. By George Herbert Palmer. Houghton Mifflin Co., Boston. \$1.75.

30. Anna Shaw.1

Story of a Pioneer. (Autobiography.) Harper & Bros., New York. \$2.

<sup>&</sup>lt;sup>1</sup> For brief sketch see Heroes of To-day and Heroines of Service, by M. R. Parkman, Century Co., New York City. \$1.35.

#### GOOD COLLECTIVE BIOGRAPHIES.

The Men Who Made the Nation. By Edwin Erle Sparks. Macmillan Co., New York. \$1.25.

Masters of Space. By Walter K. Towers. Harper & Bros. \$1.25.

How They Succeed. By O. T. Marden. Success Co., New York. \$1.25.

The following courses are ready for distribution:

Course 1. Great Literary Bibles.

- 2. Masterpieces of the World's Literature.
- 3. Reading Course for Parents.
- 4. Miscellaneous Reading for Boys.
- 5. Miscellaneous Reading for Girls.
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- 8. American Literature.
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  - No. 14. Iron and Steel—A Reading Course on the Manufacture of Iron and Steel, including the Blast Furnace, Metallurgy of Steel, and Its Manipulation into Various Products.
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NORTH DAKOTA.—Albert S. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.

South Carolina,—Reed Smith, Extension Division, University of South Carolina, Columbia, S. C.

South Dakota, —John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.

VIRGINIA.—Charles G. Maphis, Extension Division, University of Virginia, Charlottesville, Va.

Wisconsin.—Louis E. Reber, Extension Division, University of Wisconsin, Madison, Wis.

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# U. S. DEPARTMENT OF THE INTERIOR OFFICE OF EDUCATION WASHINGTON

# THIRTY GREAT AMERICANS

READING COURSE No. 9
REVISED 1935

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United States
Government Printing Office
Washington: 1935



# THIRTY GREAT AMERICANS

In the selection made for this course of 30 names from the list of American leaders the aim has been to present those who have added in some definite way to human progress or to the sum of human happiness. In the real growth of a people the most important and permanent phases are those which have little to do with great cataclysms, such as the wars of nation against nation. The true heroes of human advance—statesman, pioneer, discoverer, inventor, naturalist, post, historian, reformer, patriot—are workers for humanity in many places and in many ways.

In assembling the references given below the aim has been, in many instances, to give with each great American a good, brief story that will serve as an adequate introduction to the life, and, second, a more complete treatment in order that each reader may follow up his particular interest. It has been found necessary in some cases to let the inclusion of one great man rather than another be determined by the availability of adequate and inspiring biographical material.

By application to local or State libraries readers may be able to borrow these books. The Office of Education does not furnish them.

#### READING COURSE No. 9

- 1. Spain in America. By Edward Gaylord Bourne. New York, Harper & Bros., 1904. 337 p.
- 2. Father Marquette. By Reuben Gold Thwaites. New York, D. Appleton & Co., 1902. 244 p.
- 3. William Penn. By Rupert S. Holland. New York, Macmillan Co., 1925.
  166 p.

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- 4. Washington; A Virginia Cavalier. By William H. Mace. Chicago, Rand, McNally & Co., 1916. 175 p.
  - George Washington. By Woodrow Wilson. New York, Harper & Bros., 1926. 333 p.
- 5. Benjamin Franklin. By E. Lawrence Dudley. New York, Macmillan Co., 1925. 232 p.
  - Autobiography of Franklin. New York, G. P. Putnam's Sons, 1909. 313 p. Life of Franklin. By John T. Morse. Boston, Houghton Mifflin Co., 1887. 428 p.
- 6. Alexander Hamilton. By C. A. Conant. Boston, Houghton Mifflin Co., 1901. 145 p.
  - Alexander Hamilton. By Henry C. Lodge. Boston, Houghton Mifflin Co., 1882. 317 p.
- 7. Life of Jefferson. By H. C. Merwin. Boston, Houghton Mifflin Co., 1901. 165 p.
- 8. Daniel Boone. By Reuben Gold Thwaites. New York, D. Appleton & Co., 1902. 242 p.
  - Daniel Boone and the Wilderness Road. By H. Addington Bruce. New York, Macmillan Co., 1924. 338 p.
- 9. How George Rogers Clark Won the Northwest. By Reuben Gold Thwaites. Chicago, A. C. McClurg, 1918. 359 p.
  - The Winning of the West. By Theodore Roosevelt. New York, G. P. Putnam's Sons. 3 vols. 1,708 p.
- 10. Lincoln. Men Who Made the Nation. By Edwin Erle Sparks. New York, Macmillan Co., 1926. 410 p.
  - A Short Life of Lincoln. By John G. Nicolay. New York, Century Co., 1926. 555 p.
  - Life of Lincoln. By Ida M. Tarbell. New York, Macmillan Co., 1911. 2 vols. 426 p.
- 11. Personal Memoirs of Ulysses S. Grant. Revised by F. D. Grant. New York, Century Co. 2 vols.
  - Boys' Life of General Grant. By W. O. Stevens. New York, Harper & Bros., 1925.
- 12. Horace Mann, Educator, Patriot, and Reformer. By George A. Hubbel. Philadelphia, William F. Fell & Co. 285 p.
- 13. Life of Hawthorne. By George E. Woodberry. Boston, Houghton Mifflin Co., 1902. 293 p.
- 14. Life of Parkman. By Charles Haight Farnham. Boston, Little Brown & Co., 1912. 378 p.
- 15. Life of Sidney Lanier. By Edward Mims. Boston, Houghton Mifflin Co., 1912. 375 p.

- 16. Boy's Life of Mark Twain. By Albert Bigelow Paine. New York, Harper & Bros., 1926. 354 p.
  - Short Life of Mark Twain. By Albert Bigelow Paine. New York, Harper & Bros., 1920.
- 17. Morse, From Beacon Fire to Radio. By Walter K. Towers. New York, Harper & Bros., 1924. 298 p.
  - Letters and Journals. By E. L. Morse. Boston, Houghton Mifflin Co., 1914. 2 vols. 961 p.
- 18. Robert Fulton. By Alice C. Sutcliffe. New York, Macmillan Co., 1925.
  195 p.
- 19. Cyrus Hall McCormick. By Edwin Wildman. In Famous Leaders of Industry. First Series. Boston, Page. 1921. 357 p.
- 20. Thomas A. Edison. By Francis Rolt-Wheeler. New York, Macmillan Co., 1925. 201 p.
- 21. Booker T. Washington. Up from Slavery. (Autobiography.) Garden City, N. Y., Doubleday, Page & Co., 1926. 319 p.
- 22. Autobiography of Edward L. Trudeau. Garden City, N. Y., Doubleday, Page & Co., 1916. 322 p.
- 23. Jacob Riis. The Making of an American. (Autobiography.) New York, Macmillan Co., 1924. 443 p.
- 24. John Muir. Story of My Boyhood and Youth. By Muir. Boston, Houghton Mifflin Co., 1913. 289 p.
- 25. Our Friend, John Burroughs. By Clara Barrus. Boston, Houghton Mifflin Co., 1914. 273 p.
- 26. Life of Mary Lyon. By Beth Bradford Gilchrist. Boston, Houghton Mifflin Co., 1910. 181 p.
- 27. Frances E. Willard. By G. Bradford. In Portraits of American Women. Boston, Houghton Mifflin Co., 1919. pp. 195–225.
- 28. Life of Clara Barton.<sup>1</sup> By Percy H. Epler. New York, Macmillan Co., 1924. 433 p.
- 29. Life of Alice Freeman Palmer. By George Herbert Palmer. Boston, Houghton Mifflin Co., 1924. 363 p.
- 30. Anna Shaw. Story of a Pioneer. (Autobiography.) New York, Harper & Bros., 1915. 338 p.

<sup>&</sup>lt;sup>1</sup> For brief sketch see Heroes of Today and Heroines of Service, by M. R. Parkman, Century Co. New York City.





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DEPARTMENT OF THE INTERIOR · BUREAU OF EDUCATION In cooperation with the AMERICAN LIBRARY ASSOCIATION



WASHINGTON . GOVERNMENT PRINTING OFFICE: 1920

#### FRANCE AND HER HISTORY.

"Tout homme a deux pays, le sien et puis la France."

"Every man has two countries, his own and France." We Americans feel deeply the force of these words, since our independence was won by the timely aid of France. We are bound to her by an indissoluble tie.

The history of France is largely the history of modern civilization. Much of the best in the culture of Greece and Rome has flowed through French channels to the rest of the world. On the fair fields of France have been fought many of the world's bloodiest battles for liberty.

Lovers of France wish to know about the great events and the people that have made France a nation of indomitable courage, unfailing patriotism and lofty ideals; of Joan of Arc; the rebirth of learning; the development of art and literature.

Political histories alone do not describe sufficiently the French people, their temperament, their customs, and their outlook on life. If it is true that the character of the individual is strengthened and purified by sorrow and trial, then it must hold a thousandfold more true of a race.

The history of France is glorious because it has been a constant struggle for liberty, truth, and beauty, and it was never more glorious than it is to-day.

This course in reading is intended to give a better understanding of the development of the country and its people. A certificate bearing the seal of the United States Bureau of Education will be given to any person who reads 14 of the books of this list.

Evidence required: 1. Each course must be completed within three years of the date of enrollment. 2. The reader must notify the bureau at the time each book is begun. 3. When a book is finished, the reader must send a summary of the same. 4. This summary must include important incidents from at least three portions of the book.

Simple test questions will be submitted to each reader at the completion of the course. Credit will not be given for reading done previous to enrollment.

By application to local or State libraries readers may be able to borrow these books. The Bureau of Education does not furnish them.

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- 1. History of France. By Victor Duruy. E. P. Dutton, New York. 2 vols. Each, 70 cents; or
  - France. By Cecil Headlam. Macmillian, New York. \$2; or
  - France, the Nation and its Development. By W. H. Hudson. Frederick Stokes, New York. \$3.50.
- 2. The Maid of France. By Andrew Lang. Longmans, Green & Co., New York. \$2.40; or
  - Joan of Arc. By Mark Twain. Harper Bros., New York. 2 vols. Each, \$1.50.
- 3. Century of the Renaissance in France. By Louis Batiffol. Putnam, New York, \$2.50.
- 4. Louis XIV and the Zenith of the French Monarchy. By Arthur Hassal. Putnam, New York. \$1.50.
- 5. Eighteenth Century in France. By Casimir Stryienski. Putnam, New York. \$2.50.
- 6. France in the American Revolution. By J. B. Perkins. Houghton Mifflin, Boston. \$2.25.
- 7. High-lights of the French Revolution. By Hilaire Belloc. Century, New York. \$3.
- 8. Napoleon. By Herbert A. L. Fisher. Holt, New York. 75 cents; or
  - The First Napoleon. By John Codman Ropes. Houghton Mifflin, Boston. \$2.50.
- 9. French Civilization in the Nineteenth Century. By A. L. Guerard. Century, New York. \$3.
- 10. History of the Third French Republic. By C. H. C. Wright. Houghton Mifflin, Boston. \$1.75; or
  - France under the Republic. By J. C. Bracq. Scribners, New York. \$1.50.
- 11. Alsace-Lorraine under the German Rule. By C. D. Hazen. Holt, New York. \$1.30; or
  - Alsace-Lorraine from Caesar to Kaiser. By Ruth Putnam. Putnam, New York. \$1.25.
- 12. France of To-day. By Barrett Wendell. Scribners, New York. \$1.25.
- 13. History of French Literature. By C. H. C. Wright. Oxford University Press, New York. \$3.
- 14. Art in France. By Louis Hourticq. Scribners, New York. \$1.75.

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Indiana. Walton S. Bittner, Extension Division, University of Indiana, Bloom-

ington, Ind.

Iowa. -O. E. Klingaman, Extension Division, University of Iowa, Iowa City, Iowa. KENTUCKY.—Wellington Patrick, Extension Division, University of Kentucky, Lexington, Ky.

NORTH DAKOTA.—Albert S. Yoder, Extension Division, University of North Dakota, Grank Forks, N. Dak.

Read Smith Extension Division University of South Carolina.

SOUTH CAROLINA.—Reed Smith, Extension Division, University of South Carolina, Columbia, S. C.
SOUTH DAKOTA.—John C. Tjaden, Extension Division, University of South Dakota,

Vermilion, S. Dak. VIRGINIA.—Charles G. Maphis, Extension Division, University of Virginia, Char-

lottesville, Va. Wisconsin.—Louis E. Reber, Extension Division, University of Wisconsin, Madi-

son, Wis.
UTAH.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.

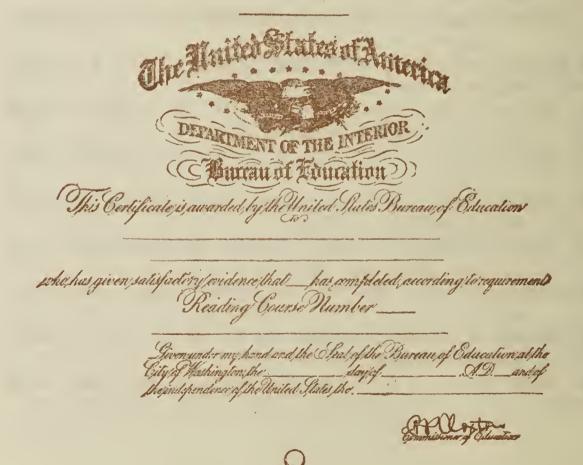
Louisiana.—L. J. Alleman, Extension Division, State Normal School, Natchitoches,

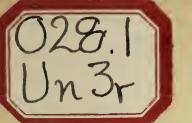
La. WASHINGTON.-F. F. Naldes, General College Extension, State College, Pullman,

Wash. In the preparation of this course the bureau has had the cooperation of the American Library Association Publishing Board and of Joseph L. Wheeler, librarian, Youngstown Public Library. The selection of the books has been made largely by Prof. Samuel M. Waxman, of Boston University.

The cover design, drawn by H. P. Barnes, is from Paul Dubois's famous statue of

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DEPARTMENT OF THE INTERIOR · BUREAU OF EDUCATION
In cooperation with the AMERICAN LIBRARY ASSOCIATION



#### FRANCE AND HER HISTORY.

"Tout homme a deux pays, le sien et puis la France."

"Every man has two countries, his own and France." We Americans feel deeply the force of these words, since our independence was won by the timely aid of France. We are bound to her by an indissoluble tie.

The history of France is largely the history of modern civilization. Much of the best in the culture of Greece and Rome has flowed through French channels to the rest of the world. On the fair fields of France have been fought many of the world's bloodiest battles for liberty.

Lovers of France wish to know about the great events and the people that have made France a nation of indomitable courage, unfailing patriotism and lofty ideals; of Joan of Arc; the rebirth of learning; the development of art and literature.

Political histories alone do not describe sufficiently the French people, their temperament, their customs, and their outlook on life. If it is true that the character of the individual is strengthened and purified by sorrow and trial, then it must hold a thousandfold more true of a race.

The history of France is glorious because it has been a constant struggle for liberty, truth, and beauty, and it was never more glorious than it is to-day.

This course in reading is intended to give a better understanding of the development of the country and its people. A certificate bearing the seal of the United States Bureau of Education will be given to any person who reads 14 of the books of this list.

Evidence required: 1. Each course must be completed within three years of the date of enrollment. 2. The reader must notify the bureau at the time each book is begun. 3. When a book is finished, the reader must send a summary of the same. 4. This summary must include important incidents from at least three portions of the book.

Simple test questions will be submitted to each reader at the completion of the course. Credit will not be given for reading done previous to enrollment.

By application to local or State libraries readers may be able to borrow these books. The Bureau of Education does not furnish them.

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- 1. History of France. By Victor Duruy. E. P. Dutton, New York. Rev. ed.; or
  - France. By Cecil Headlam. Macmillian, New York. \$2; or France, the Nation and its Development. By W. H. Hudson. Frederick Stokes, New York. \$3.50.
- 2. The Maid of France. By Andrew Lang. Longmans, Green & Co., New York. \$2.40; or
  - Joan of Arc. By Mark Twain. Harper Bros., New York. 2 vols. Each, \$1.50.
- 3. Century of the Renaissance in France. By Louis Batiffol. Putnam, New York, \$2.50.
- 4. Louis XIV and the Zenith of the French Monarchy. By Arthur Hassal. Putnam, New York. \$1.50.
- 5. Eighteenth Century in France. By Casimir Stryienski. Putnam, New York. \$2.50.
- 6. France in the American Revolution. By J. B. Perkins. Houghton Mifflin, Boston. \$2.25.
- 7. High-lights of the French Revolution. By Hilaire Belloc. Century, New York. \$3.
- 8. Napoleon. By Herbert A. L. Fisher. Holt, New York. 75 cents; or
  - The First Napoleon. By John Codman Ropes. Houghton Mifflin, Boston. \$2.50.
- 9. French Civilization in the Nineteenth Century. By A. L. Guerard. Century, New York. \$3.
- 10. History of the Third French Republic. By C. H. C. Wright. Houghton Mifflin, Boston. \$1.75; or
  - France under the Republic. By J. C. Bracq. Scribners, New York. \$1.50.
- 11. Alsace-Lorraine under the German Rule. By C. D. Hazen. Holt, New York. \$1.30; or
  - Alsace-Lorraine from Caesar to Kaiser. By Ruth Putnam. Putnam, New York. \$1.25.
- 12. France of To-day. By Barrett Wendell. Scribners, New York. \$1.25.
- 13. History of French Literature. By C. H. C. Wright. Oxford University Press, New York. \$3.
- 14. Art in France. By Louis Hourticq. Scribners, New York. \$1.75.

#### FULL LIST OF READING COURSES ISSUED BY UNITED STATES BUREAU OF EDUCATION

Course 1. World's Great Literary Bibles.

2. Great Literature, Ancient, Medieval, and Modern.

3. Miscellaneous Reading for Par-

- 4. Miscellaneous Reading for Boys.
- 5. Miscellaneous Reading for Girls.
  6. Thirty Books of Great Fiction.
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- 8. American Literature.
- 9. Thirty American Heroes. 10. American History. 11. France and Her History.

- 12. Heroes of American Democracy.
  13. The Call of Blue Waters.
  14. Iron and steel.
  15. Shipbuilding.

Course 16. Machine-Shop Work.

17. Foreign Trade.

18. Reading Course on Dante.
19. Master Builders of To-day.
20. Teaching.
21. Twenty Good Books for Parents.

22. Agriculture and Country Life.

23. Architecture. 24. Citizenship and Government.

25. Pathways to Health.

- 26. Sixty Selected Stories for Boys and Girls.
- 27. Poetical Literature for Boys and Girls.
- 28. Kindergarten Ideals in Home and School.
- 29. The Pre-School Child.

If you wish to enroll in this or any other of the courses issued by the United States Bureau of Education, fill out the blank application and return it to the United States Bureau of Education, Washington, D. C., being careful to give the name and number of the course desired. you live in any one of the following States, instead of returning the application to the Bureau of Education, send it to the address given for your State:

Arizona.—A. O. Neal, Extension Division, University of Arizona, Tucson, Ariz. Arkansas.—Arthur M. Harding, Extension Division, University of Arkansas, Fayette-

Colorado.—Elmore Petersen, Extension Division, University of Colorado, Boulder, Colo. Indiana.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington,

Iowa.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa. Kansas.—Harriet M. Stevenson, Extension Division, University of Kansas, Lawrence, Kans.

Kentucky.—Wellington Patrick, Department of University Extension, University of Kentucky, Lexington, Ky.

Louisiana.—J. O. Pettiss, Extension Division, State Normal College, Natchitoches, La. North Carolina.—Chester D. Snell, Extension Division, University of North Carolina, Chapel Hill, N. C.

North Dakota.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.

Oklahoma.—Mrs. J. R. Dale, Secretary, Library Commission, Oklahoma, Okla.

Oregon.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Orcg.

South Carolina.—B. L. Parkinson, Extension Department, University of South Carolina, Columbia, S. C.

South Dakota.—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.

Utah. -F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah. Virginia.—Charles G. Maphis, Bureau of Extension, University of Virginia, University,

Washington.—F. F. Nalder, Extension Division, State College, Pullman, Wash.

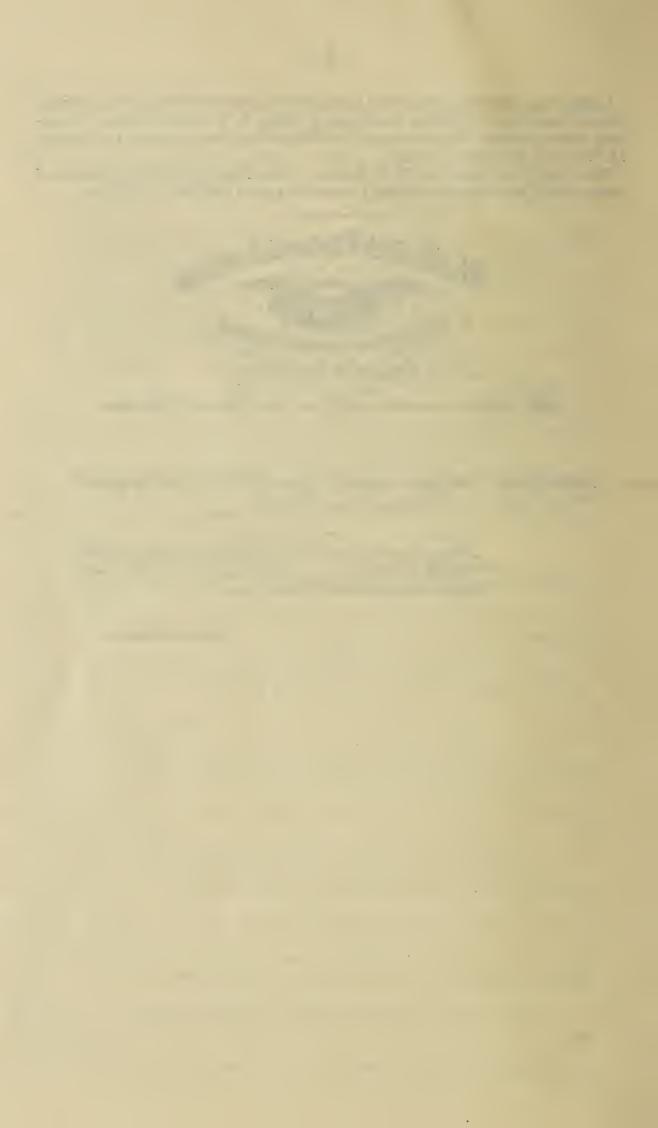
Wisconsin.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.

Hawaii.—D. L. Crawford, Extension Division, University of Hawaii, Honolulu, Hawaii.

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The United States of America
DEPARTMENT OF THE INTERIOR
This Certificate is, awarded by the United States Bureau of Education
whahas given satisfactory widence thathas ampleted; according to requirements  Reading Course Number
Given under my hand and the Seal of the Bureau of Education al the Chal of the Bureau of Education al the City of Mashington, the day of A Dand of The jindependence of the United States the
Commissioner of Educations







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# U. S. DEPARTMENT OF THE INTERIOR OFFICE OF EDUCATION

In cooperation with the
AMERICAN LIBRARY ASSOCIATION

# HEROES OF AMERICAN DEMOCRACY

READING COURSE No. 12, OF THE REVISED 1935

UNIVERSITY OF ILLINOIS

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United States
Government Printing Office
Washington: 1935



### HEROES OF AMERICAN DEMOCRACY

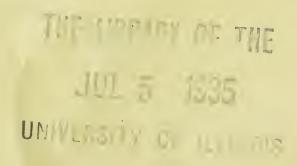
Reading course prepared for the Office of Education by the American Library Association, edited by Joseph L. Wheeler, Librarian, Youngstown (Ohio) Public Library. In the preparation of this course valuable assistance was given by Miss Helen Nicolay, Washington, D. C.

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The problems pressing upon us call for the same wisdom and devotion. Now, when America finds her return to normal conditions beset by the confused cries of theorists and propagandists, the desire is strong to know our country's past and from it to see into the heart of tomorrow's solution. How democracy, its responsibilities as well as its privileges, has thrived on American soil and blossomed in the achievements of some of our national heroes may be learned in the half hours of even the busiest life. Biographies picture men in their setting of time and place and prove that history is no dead thing, but a continued story of what live people did and what impelled them to do it.

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### SOME OTHER SERVANTS OF THE REPUBLIC

Every American owes special homage to these six makers of the Nation. But there are other men who, in spite of the closeness of their time or because of the special nature of their contribution to American Government, have made chapters in our history which deserve careful study. What they did makes a difference to us today.

To return to earlier times, William Penn, for example, planted the blessings of tolerance and equality in Pennsylvania when he founded it. His ideals were potent in the other Colonies and influenced the Constitution. "William Penn, Founder of Pennsylvania", by John W. Graham, M. A. (Frederick A. Stokes Co., New York), deals with his active and varied life. "The True Patrick Henry", by George Morgan (J. B. Lippincott), and "Samuel Adams", by J. K. Hosmer (Houghton Mifflin Co.), show the growing unrest which led to the American Revolution.

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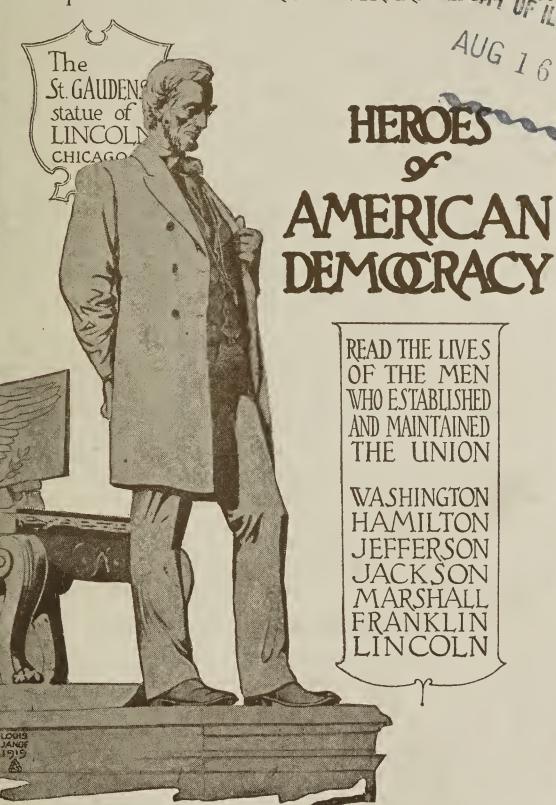
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Department of the Interior Bureau of Education
In cooperation with the AMERICAN LIBRARY ASSOCIATION



After War Reading Course No.12 Washington-Government Printing Office ~ 1920

# Heroes of American Democracy

After-war reading course prepared for the Bureau of Education by the American Library Association, edited by Joseph L. Wheeler, Librarian Youngstown (Ohio) Public Library. In the preparation of this course valuable assistance was given by Helen Nicolay, Portland (Oregon) Public Library. Cover design by Louis Janof.

### WHAT YESTERDAY MEANS FOR TO-DAY

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### THE READING COURSE

The reading of 15 of the foregoing books is required to win the certificate of the Bureau of Education described herein. Bruce's "Franklin" will be credited as two, and Beveridge's "Marshall" as four books. This list is meant also to encourage the reading of single volumes by those who do not care to undertake the whole course.

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Arizona..... Frank C. Lockwood, Extension Division, Univer-

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Indiana......Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.

Iowa.....O. E. Klingaman, Extension Division, University of Iowa, Iowa City, Iowa.

Kentucky..... Wellington Patrick, Extension Division, University of Kentucky, Lexington, Ky.

North Dakota...Albert S. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.

South Carolina. Reed Smith, Extension Division, University of South Carolina, Columbia, S. C.

South Dakota....John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.

Virginia..... Charles G. Maphis, Extension Division, University of Virginia, Charlottesville, Va.

Wisconsin. .... Louis E. Reber, Extension Division, University of Wisconsin, Madison, Wis.

### The following courses are ready for distribution:

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Course 2. Masterpieces of the World's Literature.

Course 3. Reading Course for Parents.

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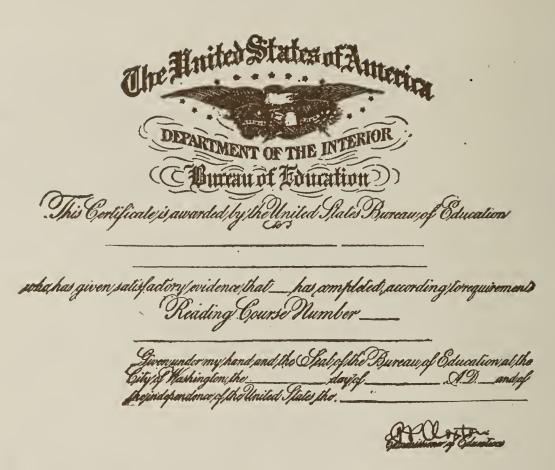
After-War-Course No. 13. The Call of Blue Waters—A Reading Course of Seamanship, Navigation, and Marine Engineering for Men in the Service and the Merchant Marine.

After-War-Course No. 14. Iron and Steel—A Reading Course on the Manufacture of Iron and Steel, including the Blast Furnace, Metallurgy of Steel, and Its Manipulation Into Various Products.

After-War-Course No. 15. Shipbuilding—A Reading Course on the Shipbuilding Industry—The Shippard—Steel Ships—Preparing the Framework—Erecting the Hull—Wood Ships and Shipfitting.

After-War-Course No. 16. Machine Shop Work: A Reading Course on Machine Shop Work in its various Branches.



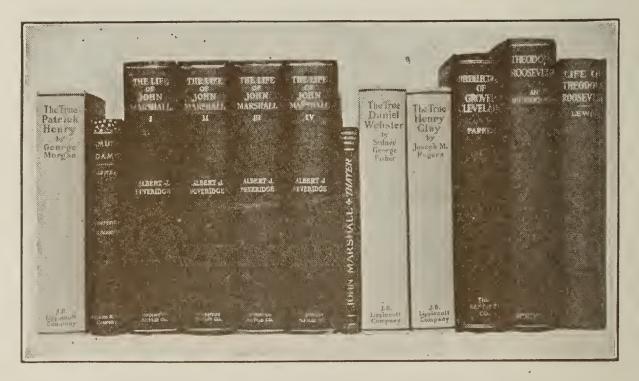


### THE CERTIFICATE

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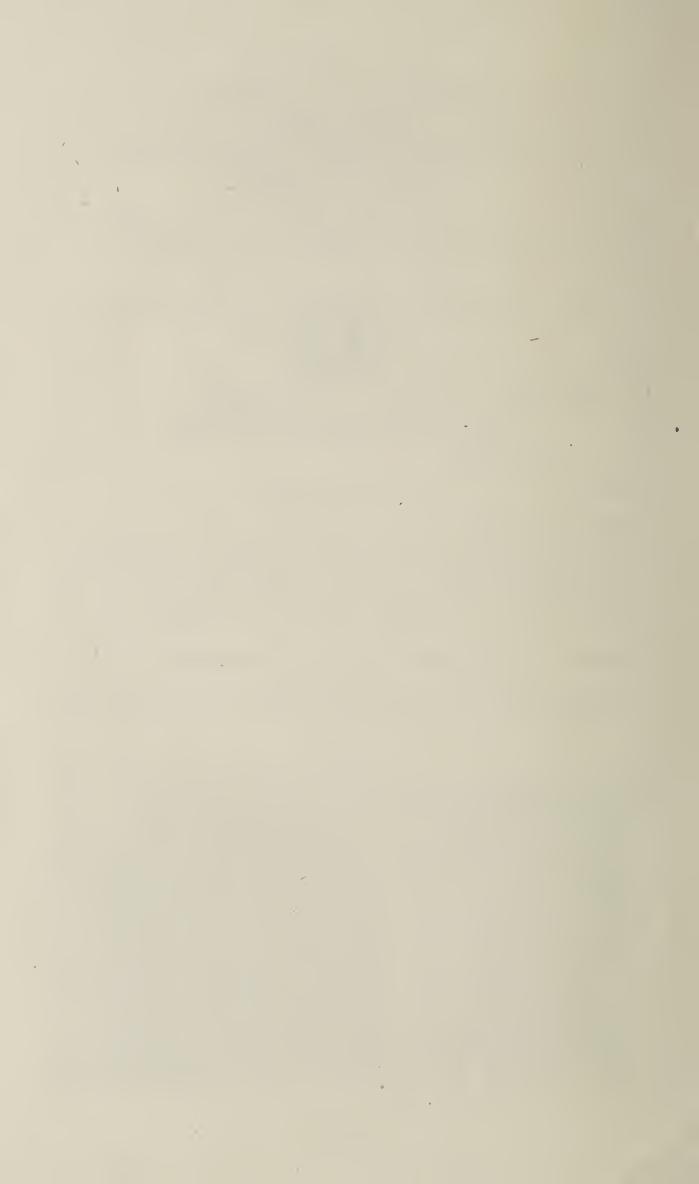
WASHINGTON

### HOME EDUCATION DIVISION



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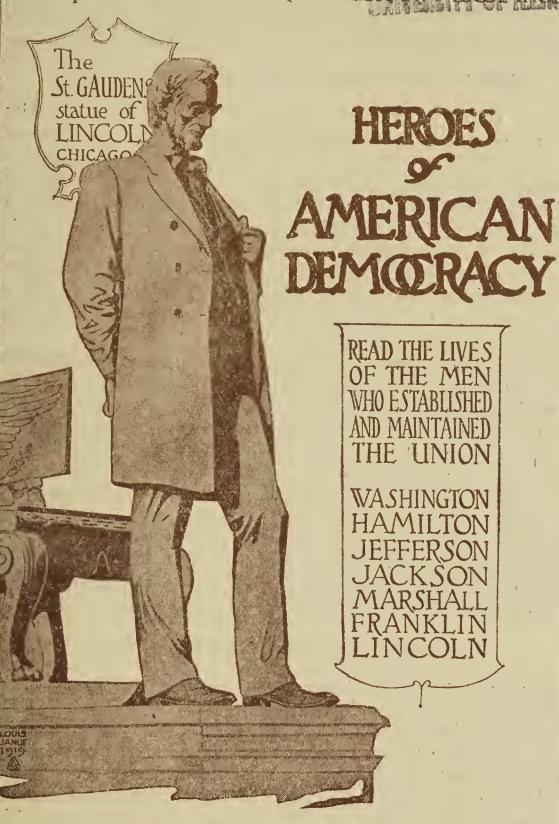
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In cooperation with the AMERICAN LIBRARY ASSOCIATION



Reading Course No. 12, Revised

## Heroes of American Democracy

After-war reading course prepared for the Bureau of Education by the American Library Association, edited by Joseph L. Wheeler, Librarian Youngstown (Ohio) Public Library. In the preparation of this course valuable assistance was given by Helen Nicolay, Portland (Oregon) Public Library. Cover design by Louis Janof.

### WHAT YESTERDAY MEANS FOR TO-DAY

To is characteristic of America's democracy that the people read and understand for themselves. Every American to whom "Democracy" is a word with meaning cherishes the memory of those who founded the Nation, gave it a stable Government, and have supported it through the storms of a century and a half. The lives of men who have fought for our democracy with sword and pen and great-hearted devotion thrill and inspire us to-day. And the World War proved again that the heroic qualities which created the Republic still thrive vigorously in the hearts of her young men.

The problems pressing upon us call for the same wisdom and devotion. Now, when America finds her return to normal conditions beset by the confused cries of theorists and propagandists, the desire is strong to know our country's past and from it to see into the heart of to-morrow's solution. How democracy, its responsibilities as well as its privileges, has thrived on American soil and blossomed in the achievements of some of our national heroes may be learned in the half hours of even the busiest life. Biographies picture men in their setting of time and place and prove that history is no dead thing, but a continued story of what live people did and what impelled them to do it.

### A BUSINESS MAN IN PUBLIC LIFE

Benjamin Franklin, that sturdy soul who "raised common sense to the level of genius," has been called "the original business man in public life." His mind, which did not disdain to work most carefully in terms of pennies, was agile and imaginative enough to capture the secrets of electricity among the clouds. Politically his wisdom saw the need for a union of the colonies 20 years before his fellow colonists were ready for it. And as a statesman he helped to win the aid of France to the cause of Independence. With his hard business sense, careful man as he was, he lent the budding nation his ready cash; and while he served

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abroad as envoy to France, Congress trustfully drew upon him for funds, without in the least knowing how or where he would get the money. "Benjamin Franklin," by J. T. Morse, jr. (Houghton Mifflin Co.), and the "Autobiography" (Henry Holt) provide interesting accounts of this early American democrat for those who can not procure the two-volume work, "Benjamin Franklin, Self-revealed," by W. C. Bruce (G. P. Putnam's Sons), which counts for two credits in this course.

### THE FOUNDER OF A NATION

Many opinions have been expressed about Washington—that figure full of command, dignity, and self-restraint—but only one endures: That he ranks high among military commanders, was as wise in statesmanship as in war, and, greatest of all, was a pure-hearted patriot. His very excellence hampers his biographers. If they catalogue his virtues, they are in danger of being accused of undue adulation; while criticism is resented as ungrateful and untrue. Skillful biographers steer between extremes and present strongly his human qualities. Among many excellent biographies are "George Washington," by Woodrow Wilson (Harper & Bros.), and "The True George Washington," by P. L. Ford (Lippincott).

### THE ARISTOCRAT PATRIOT

Alexander Hamilton, "master genius of American finance, with a touch of mystery in his origin and the seal of tragedy upon his death, was one of the amazing figures of his time. A prodigy in his early maturing intellect, he grappled with problems of statecraft when scarcely more than a lad. Intent on giving power to the new Federal authority, his bent was away from what were then held to be the principles of democracy; but for that very reason he became one of the strongest props of the new form of government that worked itself out on American soil. He, more than any other man, secured the acceptance of the Constitution by the States, and his own gift to the Nation was great indeed; nothing less than a sound financial policy, evolved by the wizardry of his splendid mind out of debts, waste lands, and thoroughly honorable intentions. "Alexander Hamilton," by H. C. Lodge (Houghton Mifflin Co.), is a study of this

remarkable man by a later statesman of his own political faith. "Alexander Hamilton," by H. J. Ford (Scribner's), is a new work.

### A CHAMPION OF POPULAR OPINION

Thomas Jefferson's interests ranged through science and art, as well as politics. Those of his associates to whom politics was everything distrusted him because of these wide interests. But he was a most ardent democrat. He once wrote to Washington that there was not a crowned head in Europe "whose talents or merits would entitle him to be elected vestryman in any parish in America." His mind found a way to abolish the property requirement from Virginia suffrage, and it focused the will of the Colonies in the immortal words of the Declaration of Independence. In Washington's Cabinet he became spokesman and later the President for the party opposed to Hamilton's theory that power must be concentrated in the hands of the Federal Government. The controversies which raged about him in the campaign of 1800 have not yet ceased. "Thomas Jefferson," by D. S. Muzzey (Charles Scribner's Sons), is one among several readable books about this versatile patriot.

### "OLD HICKORY" AT THE HELM

Andrew Jackson was President when passion put to test Jefferson's theory that the separate States have greater power than the Nation. A democrat by honest conviction, this gaunt, passionate, self-willed, well-meaning man was an autocrat by the grace of God, and a patriot to his heart's core. When South Carolina prepared to pursue a separate existence of her own, he made it clear, by all the force of his emphatic nature, and all the strength of his official authority, that a State could not peaceably withdraw from the Union. "Andrew Jackson," by J. S. Bassett (Macmillan), depicts his stormy personality and great public services.

### THE SAVIOR OF THE UNION

Thirty years later the same theory of States rights brought the country once more to the verge of civil war; and this time the ugly question of slavery made war to a finish inevitable. Lincoln, Republican in party name, democrat in the largest qualities of heart and soul, was a new and untried President. How the country upheld him through four years of agony; how he grew in greatness to meet the tragic demands of the hour, and how his humanity brought good out of fratricidal strife, we all know. His name is enshrined with that of Washington above all other names in American history. "Abraham Lincoln" by J. G. Nicolay (Century Co.), is the life of this beloved American written by his private secretary, and "Abraham Lincoln" by Lord Charnwood (Holt) gives an English statesman's recital of his deeds and their significance.

### SOME OTHER SERVANTS OF THE REPUBLIC

Every American owes special homage to these six Makers of the Nation. But there are other men who, in spite of the closeness of their time or because of the special nature of their contribution to American Government, have made chapters in our history which deserve careful study. What

they did makes a difference to us to-day.

To return to earlier times, William Penn, for example, planted the blessings of tolerance and equality in Pennsylvania when he founded it. His ideals were potent in the other Colonies and influenced the Constitution. "William Penn, Founder of Pennsylvania," by John W. Graham, M. A. (Frederick A. Stokes Co., N. Y.), deals with his active and varied life. "The True Patrick Henry," by George Morgan (J. B. Lippincott), and "Samuel Adams," by J. K. Hosmer (Houghton Mifflin Co.), show the growing unrest which led to the American Revolution.

### THE GREAT CHIEF JUSTICE

The "Life of John Marshall," by A. J. Beveridge (Houghton Mifflin Co., 4 vols.), unfolds the fascinating story of the great Chief Justice who served in his youth as a private at Valley Forge, and in his maturity gave national character and stability to our constitutional law. The Federalist party, though defeated by Jefferson's election, secured Marshall's appointment as Chief Justice, in which position he interpreted many of the most important principles of the Constitution, and thus determined their meaning. Because it depicts in such detail the spirit, the problems, and the leaders of the long period, from the Revolution to 1835, four credits in the course will be allowed for the reading of this four-volume work. A shorter biography is J. B. Thayer's "John Marshall" (Houghton Mifflin Co.)

"The True Daniel Webster," by S. G. Fisher (Lippincott), and "The True Henry Clay," by J. M. Rogers (J. B. Lippincott), treat of the golden age of political oratory in the United States and explain the part these men played in the period just before the Civil War.

"Recollections of Cleveland," by G. F. Parker (Century), tells about the President under whose leadership the old predatory idea that "to the victors belong the spoils"

gave way to the idea of civil service reform.

### THE EXPONENT OF CITIZENSHIP

Theodore Roosevelt's is a fitting name to close this list of statesmen whose lives have ended but whose work will go on. With a picturesque and abounding energy he labored as citizen, as governor, and as President in the faith that every good American takes an active part in politics. Hunting, exploring, lecturing, writing, battling against special privileges, the "Rough Rider," the beloved parent, the "world citizen," he played many parts in a typically American life. His own characteristic, "An Autobiography" (Charles Scribner's Sons), brings his story to 1913, while the "Life of Theodore Roosevelt," by W. D. Lewis (J. C. Winston Co.), is one of the biographies which follow his career to the end.

### THE READING COURSE

The reading of 15 of the foregoing books is required to win the certificate of the Bureau of Education described herein. Bruce's "Franklin" will be credited as two, and Beveridge's "Marshall" as four books. This list is meant also to encourage the reading of single volumes by those who do not care to undertake the whole course.

If you wish to enroll in this or any other of the courses issued by the United States Bureau of Education, fill out the blank application form and return it to the United States Bureau of Education, Washington, D. C., being careful to give the name and number of the course desired. If you live in any one of the following States, instead of returning the application to the Bureau of Education send it to the address given for your State:

Arizona.—A. O. Neal, Extension Division, University of Arizona, Tucson, Ariz.

Arkansas.—Arthur M. Harding, Extension Division, University of Arkansas, Fayetteville, Ark.

Colorado.—Elmore Petersen, Extension Division, University of Colo-

rado, Boulder, Colo.

Indiana.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.

Iowa.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa.

Kentucky.—Wellington Patrick, Department of University Extension University of Kentucky, Lexington, Ky.

Louisiana.—J. O. Pettiss, Extension Division, State Normal College,

Natchitoches, La.

North Carolina.—Chester D. Snell, Extension Division, University of North Carolina, Chapel Hill, N. C.

North Dakota.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.

Oklahoma.—Mrs. J. R. Dale, Oklahoma Library Commission, Oklahoma City, Okla. Oregon.—Dan E. Clark, Extension Division, University of Oregon,

Eugene, Oreg. South Carolina.—B. L. Parkinson, Extension Department, University

of South Carolina, Columbia, S. C.

South Dakota.—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.

Utah.—F. W. Reynolds, Extension Division, University of Utah,

Salt Lake City, Utah.

Virginia.—Charles G. Maphis, Bureau of Extension, University of Virginia, University, Va.

Washington.—F. F. Nalder, Extension Division, State College, Pull-

man, Wash.

Wisconsin.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.

Hawaii.—D. L. Crawford, Extension Division, University of Hawaii, Honolulu, Hawaii.

The following courses are ready for distribution:

Course 1. Great Literary Bibles.

2. Masterpieces of the World's Literature.

3. Reading Course for Parents.

4. Miscellaneous Reading for Boys. 5. Miscellaneous Reading for Girls.

6. Thirty Books of Great Fiction.7. Thirty World Heroes. 8. American Literature.

9. Thirty American Heroes.

10. American History.

11. France and Her History.

12. Heroes of American Democracy.

13. The Call of Blue Waters.

14. Iron and Steel. 15. Shipbuilding.

16. Machine Shop Work.

17. Foreign Trade. 18. Dante.

19. Master Builders of To-day.

20. Teaching.

- 21. Twenty Good Books for Parents. 22. Agriculture and Country Life. 23. How to Know Architecture.
- 24. Citizenship and Government.

25. Pathways to Health.

26. Sixty Selected Stories for Boys and Girls. 27. Poetical Literature for Boys and Girls. 28. Kindergarten Ideals in Home and School.

29. The Pre-School Child.

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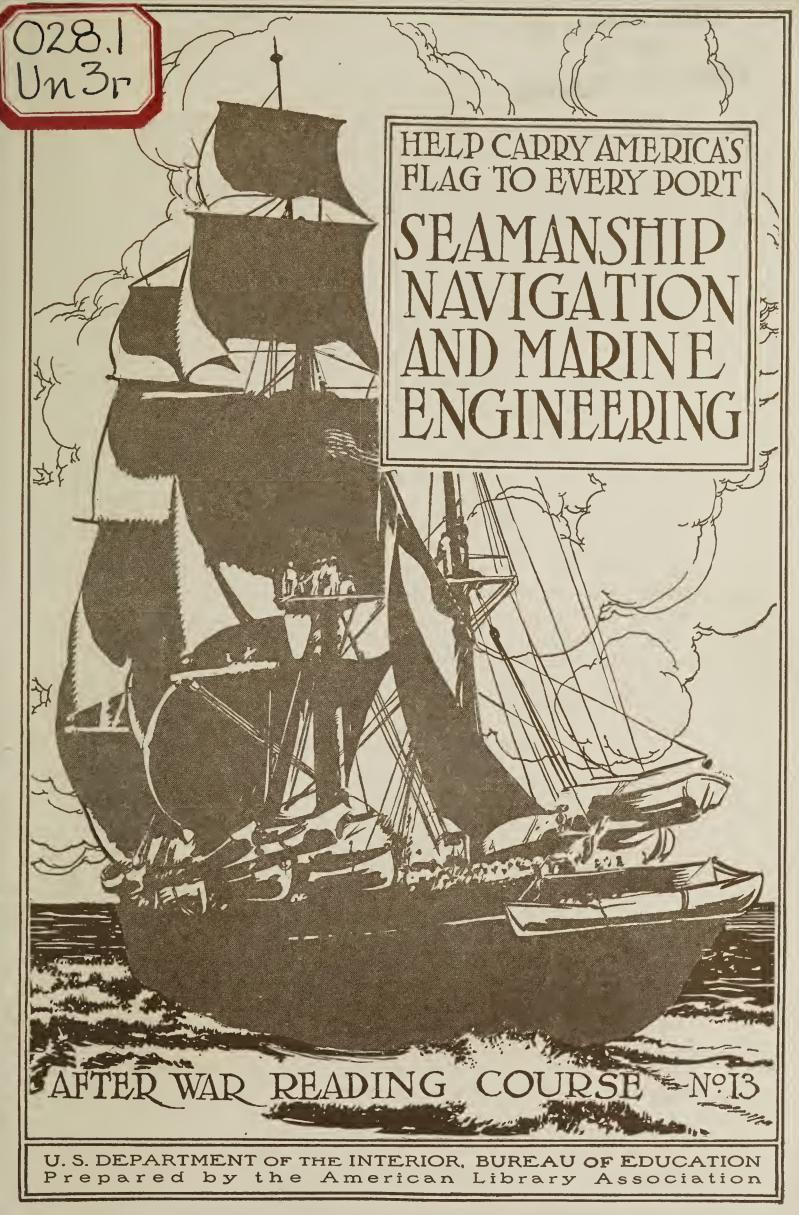
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### BORROW THESE BOOKS FROM YOUR PUBLIC LIBRARY

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### THE CALL OF BLUE WATERS

A Reading Course on Seamanship, Navigation and Marine Engineering, for Men in the Service and in the Merchant Marine.

Stately Spanish galleon coming from the Isthmus,
Dipping through the Tropics by the palm-green shores,
With a cargo of diamonds, emeralds, amethysts,
Topazes, and cinnamon, and gold moidores.
Dirty British coaster with a salt-caked smokestack,
Butting through the Channel in the mad March days,
With a cargo of Tyne coal, road-rails, pig-lead,
Firewood, ironware, and cheap tin trays.

—From "Salt Water Ballads" by John Masefield.

No man with a glimmer of romance in his soul can read about the things of the sea without a thrill. He who tunes his mind to hear the ocean calling, and who fares forth intent upon the free life of the sea, hardship and all, is shaping his way toward a pleasant port. No wider career offers to-day than that of the sea. No better understanding of the inmost meaning of man's heart can be reached than that gained on the implacable waters where men are measured for their ability alone.

Tyre has had but seven true heirs, and the United States is one of them. With naturally maritime people, with magnificent harbors, America has forgotten her heritage. The American flag, until 1918, has been a curiosity in foreign waters; but one year has wrought a miracle.

#### MAKING AMERICA SHIP-MINDED.

As Mr. Hurley says, "We must make America ship-minded. We are so little ship-minded to-day that it is chiefly the difficulties of operation which occupy the thoughts of those who are giving any attention whatever to our merchant marine of to-morrow." What Mr. Hurley calls "operation," is a diverse and fascinating science. It implies navigation, seamanship, and marine engineering—red-blooded callings, all of them, demanding the nerve and sinew, the alertness and endurance of manhood in its finest and most virile form.

We can make American blood leap again in response to the splendid sea stories of Dana, Bullen, and Conrad. The stories and the study-books herein listed will create the interest and give the understanding without which no real progress is made. For real seamanship of a smartness and skill which made American sailors what they were in early days we go to some of the recent carefully prepared books, to supplement daily routine and experience.

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The marine engineer, the man of high adventure on whose shoulders falls the care of the engines and machinery of the ship, has had splendid things done for him in the way of books; and every man on board ship has an interest in navigation, by which the sun and the stars are made to serve as guides and milestones as the vessel plows her true course across the wide ocean. Even the man who has had little mathematics can understand the principles from some of the books now available.

On ship as on land there's a world of help in an old quotation: "The average man learns from his own experience; the wise man learns from the experience of others." Seamanship can not be learned from books alone; and no man can hope to know the whole of sea lore from his own experience. But experience, interpreted and inspired by practical books, makes the combination that wins success.

#### THE READING COURSE.

The reading of 10 of the following books, including two from each section, is required to win the certificate of the Bureau of Education described on page 5. But this list is meant also to encourage the reading of single volumes by those who do not care to undertake the whole course.

#### SECTION 1.

- 1. Marvin, W. L. The American Merchant Marine. Scribner. \$2.
- 2. Dana, R. H. Two Years Before the Mast. Various editions from 90 cents to \$2.
- 3. Bullen, F. T. Cruise of the Cachalot. Grosset & Dunlap. 75 cents.
- 4. Conrad, Joseph. Typhoon; or, The Shadow Line. Doubleday Page & Co. \$1.50 each.

#### SECTION 2.

- 5. Knight, A. E. Modern Seamanship. Van Nostrand. \$6.50.
- 6. Riesenberg, Felix. Men on Deck. Van Nostrand. \$3.
- 7. Doane, E. P. Seamanship. Rudder Pub. Co. \$1.25.
- 8. O'Donnell, E. E. Merchant Marine Manual. Yatchman's Guide. \$1.
- 9. Walton, Thomas. Know Your Own Ship. 12th edition. Lippincott. \$3.

#### SECTION 3.

- 10. Glass, E. R. (Ed.) Blue Book of Facts on Marine Engineering. 2d ed. Ocean Pub. Co. \$2.50.
- 11. Lucas, & Others. Audel's New Marine Engineers' Guide. Audel. \$3.

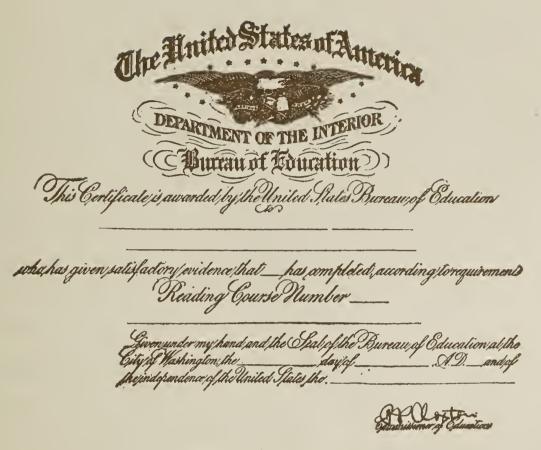
- 12. Dyson, C. W. Practical Marine Engineering. 7th ed. Aldrich. \$6.
- 13. Dinger, H. C. Handbook for the Care and Operation of Naval Machinery. 3d ed. Van Nostrand. \$3.

#### SECTION 4.

- 14. Henderson, W. J. Elements of Navigation. Harper. \$1.50.
- 15. Jacoby, Harold. Navigation. Macmillan. \$2.25.
- 16. Lecky, S. T. S. Wrinkles in Practical Navigation. 18th ed. Van Nostrand. \$10.
- 17. Bowditch, Nathaniel. American Practical Navigator. U. S. Hydrographic Office. \$1.80. So technical that the beginner needs to approach it through—
- 18. Bradford, Gershom. Whys and Wherefores of Navigation. Van Nostrand. \$2.



In the preparation of this course valuable assistance was given by Felix Riesenberg, editor National Marine, formerly commanding school-ship *Newport*, and by the Los Angeles Public Library. One of a series of "After-War Reading Courses" edited for the United States Bureau of Education and the American Library Association, by Joseph L. Wheeler, librarian, Youngstown Public Library.



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- Indiana.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.
- Iowa.—O. E. Klingaman, Extension Division, University of Iowa, Iowa City, Iowa.
- Kentucky.—Wellington Patrick, Extension Division, University of Kentucky, Lexington, Ky.
- North Dakota.—Albert S. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.
- South Carolina.—Reed Smith, Extension Division, University of South Carolina, Columbia, S. C.
- South Dakota.—John C. Tjaden, Extension Division, University of South Dakota, Vermillion, S. Dak.
- Virginia.—Charles G. Maphis, Extension Division, University of Virginia, Charlottesville, Va.
- Wisconsin.—Louis E. Reber, Extension Division, University of Wisconsin, Madison, Wis.

The following courses are ready for distribution:

- Course 1. The Great Literary Bibles.
  - 2. Masterpieces of the World's Literature.
  - 3. A Reading Course for Parents.
  - 4. Miscellaneous Course for Boys.
  - 5. Miscellaneous Course for Girls.
  - 6. Thirty Books of Great Fiction.
  - 7. Thirty World Heroes.
  - 8. American Literature.
  - 9. Thirty American Heroes.
  - 10. American History.
  - 11. France and Her History.
- After-War Course No. 12.—Heroes of American Democracy—What Yesterday Means for To-day.
  - No. 13.—The Call of Blue Waters—A Reading Course of Seaman-ship, Navigation, and Marine Engineering for Men in the Service and the Merchant Marine.
  - No. 14.—Iron and Steel—A Reading Course on the Manufacture of Iron and Steel, including the Blast Furnace, Metallurgy of Steel, and Its Manipulation Into Various Products.
  - No. 15.—Shipbuilding—A Reading Course on the Shipbuilding Industry—The Shipyard, Steel Ships, Preparing the Framework, Erecting the Hull, Wood Ships, and Shipfitting.
  - No. 16.—Machine Shop Work—A Reading Course on Machine Shop Work in its various Branches.

# DEPARTMENT OF THE INTERIOR BUREAU OF EDUCATION

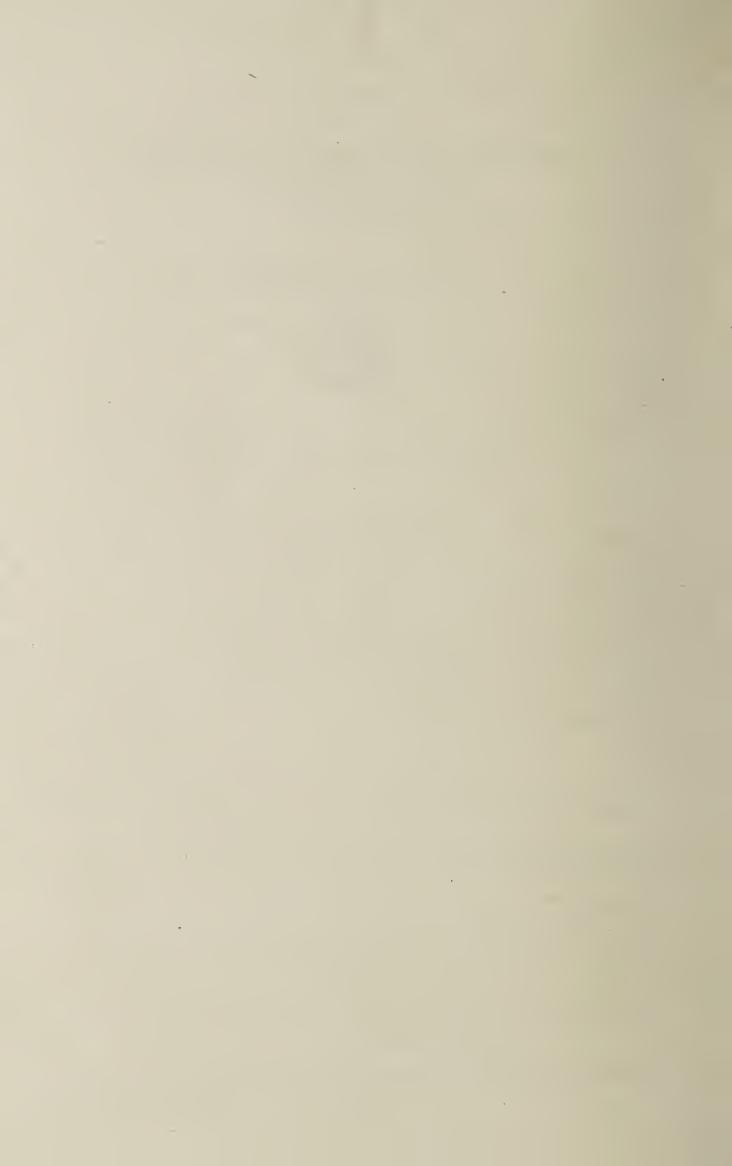
WASHINGTON

### HOME EDUCATION DIVISION



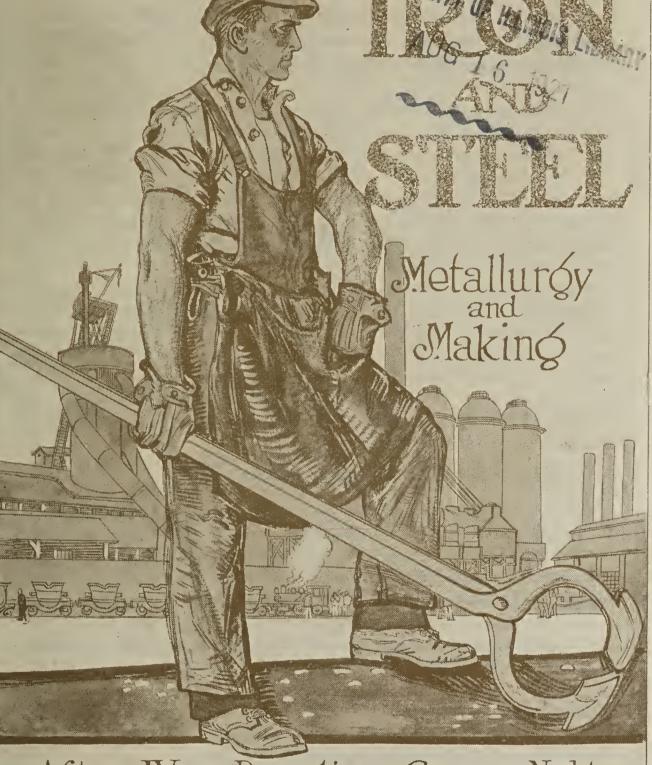
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After War Reading Course No 14 U.S.Dept. of the Interior: Bureau of Education Prepared by the American Library Association

# IRON AND STEEL

# A Reading Course on the Manufacture of Iron and Steel, Including the Blast Furnace, Metallurgy of Steel, and Its Manipulation Into Various Products.

Our great production of iron and steel made possible the winning of the war, and practically everything with which we come in daily contact has resulted from some utilization of iron or steel. The United States has been producing these materials at the rate of 50,000,000 tons per year. The manufacture of such a vast product is naturally characterized by extensive use of time-saving and obstacle-conquering machinery. Specialization is essential and the industry is more and more dependent on men of training.

Our own steels have become of higher grade through the manufacture of many steels which we formerly imported. We shall continue to supply these special steels and also the extensive "after-war" requirements of all kinds of steel for the coming expansion of railroad, shipping, and building industries, and for reconstruction purposes abroad. It behooves us, then, for the good of the industry and of the Nation, to increase our knowledge and success in the work by reading and learning from the experience of others.

### IRON.

Of the materials which go into the manufacture of iron, the ore itself bulks largest. But greater interest has been given to coke, and the modern "by-product" coke oven not only gives a larger yield of coke from the coal charged, but allows the recovery of by-products that were not possible with the old "beehive" oven, and those by-products are finding a wide and varied market. Everything in the way of iron and steel comes through the blast furnace, which therefore has an outstanding importance. After the molten iron has run into the sand pig-molds, or into brick-lined ladels, the metal is just beginning its interesting journey. Some of it is remelted and run into molds as castings, stove parts, machine parts, etc. Malleable castings are thus made, but by careful regulation of the composition.

### STEELS.

Steel will undoubtedly play even a larger part in national development during the next year or two than it did during the war. Greater attention is now given to perfecting various types of finished steel. Steel is pig iron from which the excess carbon has been removed. But

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certain amounts of carbon remaining in steels give them their natural hardness. The electric furnace for making steel castings, alloy steels and even carbon and high-speed steels, has come so widely into use that it deserves careful study.

Probably 98 per cent of the total steels are of the softer varieties (less than 0.65 per cent carbon). These are made mainly by the Bessemer and open-hearth processes and are shaped by the rolling mills, forge shops, etc., into rails, wires, and structural shapes, which require no "hardening."

## **\* \* \***

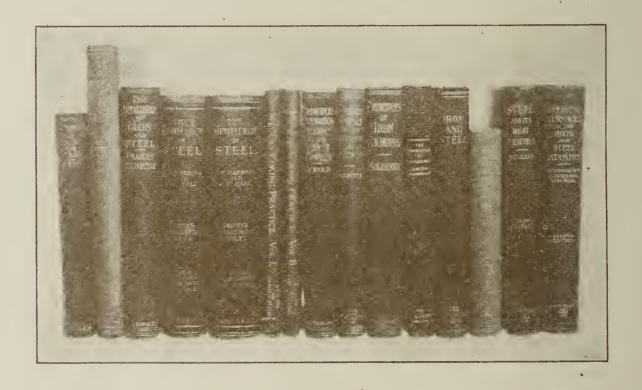
# BORROW THESE BOOKS FROM YOUR PUBLIC LIBRARY.

The following books form a course covering the whole industry, for the man who wishes to understand his work more thoroughly and gain by what others have done.

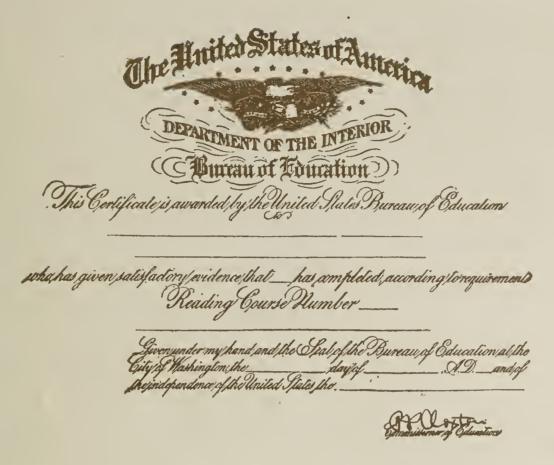
The reading of eight (including Stoughton's "Metallurgy" and Johnson's "Blast Furnace Operation") brings a certificate from the Government described on page 5. But this circular would encourage the reading of single volumes by those who do not care to undertake the whole course.

- 1. Nontechnical Chats on Iron and Steel. By L. W. Spring. Stokes. \$2.50.
- 2. The A. B. C. of Iron and Steel. By A. O. Backert. 3d ed. Penton Pub. Co. \$5.
- 3. The Metallurgy of Iron and Steel. By Bradley Stoughton. McGraw-Hill. \$3.
- 4 and 5. Metallurgy of Steel. By Harbord and Hall. 2 vols. (each counting for one credit). (Vol. 2 on rolling and other mechanical treatment.) 6th ed. Lippincott. \$13.50.
- 6. Modern Coking Practice. By Christopher and Byrom. 2 vols. (Vol. 2 on by-products.) Henley. \$3 per vol.
- 7. Principles, Operation, and Products of the Blast Furnace. By J. E. Johnson. McGraw-Hill. \$5.
- 8. The Blast Furnace. By Robert Forsythe. 3d ed. U. P. C. Book Co. \$4.
- 9. Principles of Iron Founding. By R. G. G. Moldenke. McGraw-Hill. \$4.
- 10. Production of Malleable Castings. By R. G. G. Moldenke. Penton. \$3.

- 11. Iron and Steel. By Jones and Oberg. Industrial Press. \$2.50.
- 12. Steel, Its Selection, Annealing, Hardening and Tempering. By R. E. Markham. 4th ed. Henley. \$3.
- 13. Steel and Its Heat Treatment. By D. K. Bullens. 2d ed. Wiley. \$4.
- 14. Electric Furnaces in the Iron and Steel Industry. By Rodenhauser, and others. 2d ed. Wiley. \$3.75.



In the preparation of this course valuable help was given by L. W. Spring, chief chemist and metallurgist of the Crane Co., Chicago, and by the Carnegie Library of Pittsburgh. One of a series of "After-War Reading Courses" edited for the United States Bureau of Education and the American Library Association, by Joseph L. Wheeler, librarian, Youngstown Public Library. The cover design by Herbert Paus is used by courtesy of Collier's Weekly.



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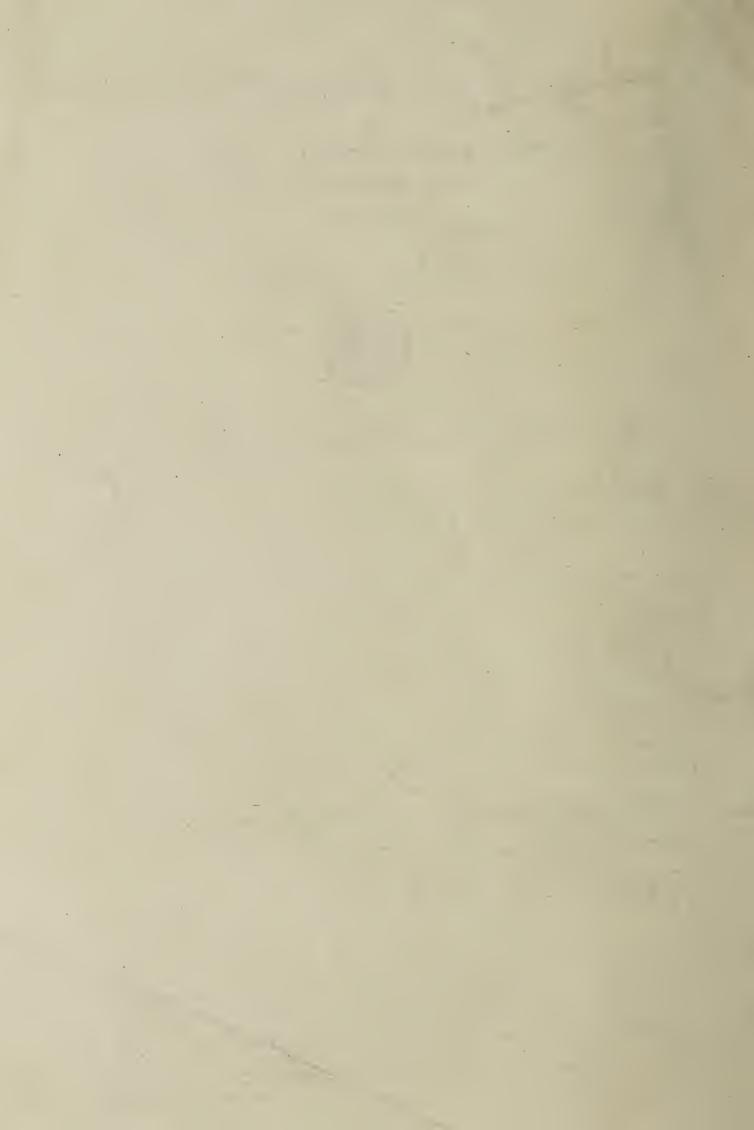
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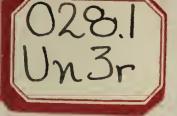
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After War Reading Course No. 15

# \* SHIPBUILDING \*

## THE AMERICAN FLAG ON THE SEAS.

One of the wonders of the great World War was the rapid growth of the shipbuilding industry in the United States. In a half century of neglect the former proud position of the American merchant marine had been lost, and the American flag had come to be seldom seen on the great ocean paths. But the war has changed all that. More than 1,000 shippards were completed or under construction in 1919, and American enterprise is producing a greater tonnage of ships each month than we formerly did in a year. The American ship output for 1918 was more than 3,000,000 dead-weight tons, as compared with about 300,000 tons in the year 1916. This output was nearly doubled in 1919.

# THE SHIPYARD.

The modern shipyard is a complicated industrial city, employing thousands of men and covering hundreds of acres. Aside from the offices and warehouses, there are the mold loft, the steel mill, the power house, the engineering building, and a score of shops and sheds where special equipment is prepared. Powerful locomotives and gigantic cranes are in operation; gangs of riveters are busy on high scaffolds. At the piers shipwrights, carpenters, electricians, riggers, painters, and many other workmen are putting on the final touches after launching. A recent book, "The Shipbuilding Industry," by R. W. Kelly and F. J. Allen (1918, 303 pages, Houghton Mifflin, \$3), describes the industry—general and in detail—and is fully illustrated.

# STEEL SHIPS.

Ships' hulls are now for the most part made of steel, and the body of the ship is composed of thousands of steel plates ranging in thickness from one-fourth inch to 1 inch, joined by rivets and supported by the steel beams and ribs. The parts are formed in steel fabricating shops and assembled in the shipbuilding yards.

The first step in ship construction is the preparation of the design, which serves a purpose similar to that of architect's plans for a building. The speed, safety, and stability of a ship depend upon the shape of the hull.

The designer's specifications are taken to the drafting department, where blue prints are prepared to cover every part of the ship's hull and machinery. In a large room called the "mold loft," which has a

1568°—20

floor probably 600 feet long and 100 feet wide, the drawings are laid out and full-sized patterns of wood or paper are carefully cut for the various structural parts of the ship.

The following books on general shipbuilding and the design of ships are worthy of careful reading by anyone engaged in this industry:

- 1. Walton, Thomas. Steel Ships: Their Construction and Maintenance. Lippincott. \$7.
- 2. McBride, J. D. Handbook of Practical Shipbuilding. Van Nostrand. \$2.
- 3. Desmond, Charles. Naval Architecture Simplified. Rudder Pub. Co. \$5.
- 4. Attwood, E. L., and Cooper, I. C. G. A Textbook of Laying-off. 2d ed. Longmans. \$2.25.
- 5. Attwood, E. L. Textbook of Theoretical Naval Architecture. 7th ed. Longmans. \$3.50.
- 6. Robinson, R. H. M. Naval Construction. U. S. Naval Institute. \$4.

An expensive work which covers the subject in great detail is A. C. Holmes's "Practical Shipbuilding" (1918, 2 v., Longmans, \$20) which some readers may be able to purchase or borrow from their library.

# PREPARING THE FRAMEWORK AND PLATES.

When the templates, or patterns, are received from the mold loft, the shipfitters mark off the forms of the plates on the sheet steel and cut and punch them as indicated. A book that will be of assistance to the cutter or welder is "Oxy-acetylene Practice," by R. J. Kehl, American Technical Society, \$1.25; or "Oxy-acetylene Welding and Cutting," by H. P. Manly, Drake, \$1.25.

# ERECTING THE HULL—REAMING AND RIVETING.

In constructing the hull the first step is to lay the keel. A number of keel plates are laid end to end upon heavy blocks along a prepared line and connected by steel pieces called "butt straps." The bottom and floor plates are then put in position and the structural framing (the skeleton of the hull) is erected.

One of the most important operations in shipbuilding is riveting. This work must be very carefully done, to withstand the constant stress and pull which becomes very heavy when a ship is tossed in a storm. Carmichael's "Practical Ship Production," (McGraw-Hill, \$3), has an illustrated chapter which gives practical hints on riveting. "Compressed Air for the Metal Worker," by C. A. Hirschberg,

McGraw-Hill, \$3, discusses the use of compressed air in riveting. "Electric Welding," by Hamilton and Oberg, Industrial Press, \$3. explains this type of welding.

# WOODEN SHIPS—SHIP FITTING.

The following books deal with wood shipbuilding as it has developed during the past two years: H. C. Estep's "How Wooden Ships are Built," Penton Pub. Co., \$2; W. H. Gurtis's "Elements of Wood Ship Construction," McGraw-Hill, \$2.50; and R. M. Van Gaasbeek's "A Practical Course in Wooden Boat and Ship Building," \$1.50. Each of these books is fully illustrated. M. Pate's "Naval Artificer's Manual" (U. S. Naval Institute, \$2) is devoted to the details of ship fitting.

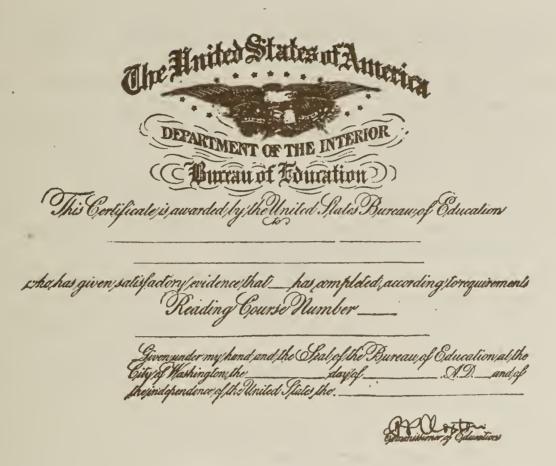
### THE READING COURSE.

The reading of 10 of the foregoing books is required to win the certificate of the Bureau of Education, but this list is meant also to encourage the reading of single volumes by those who do not care to undertake the whole course.



This course was prepared by J. G. Randall, historian of the United States Shipping Board, Washington, with the cooperation of the Technical Department of the Seattle Public Library.

One of a series of "After-War Reading Courses," edited by Joseph L. Wheeler, librarian Youngstown Public Library, for the United States Bureau of Education and the American Library Association Publishing Board.



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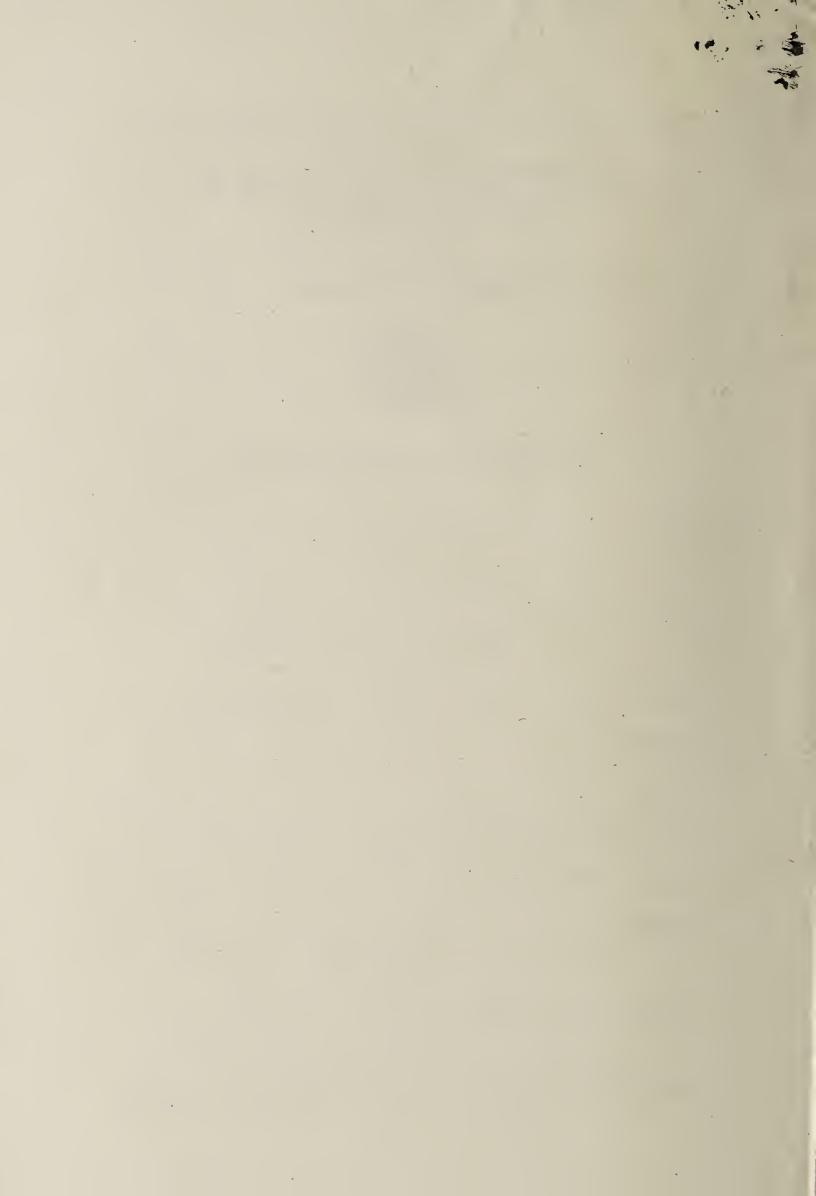
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# ADBOKS ABOUT YOUR JOB



After War Reading Course No 16 U.S. Dept. of the Interior: Bureau of Education Prepared by the American Library Association

# Machine Shop Work

# A READING COURSE ON MACHINE SHOP WORK IN ITS VARIOUS BRANCHES.

The war has awakened us to the boundless opportunities that lie in doing the world's work in a better way. Since the struggle of men and nations called for a struggle of industries and machines, invention and skill have been under intensive cultivation. It means much for the future of machine shops and factories that the war has opened the country's eyes to their true value. Every man and woman who works in these shops may well feel that he or she is helping Uncle Sam.

With this era of extension of machinery will also come an era of competition in methods. There will be a pressure toward reducing costs, another pressure to keep wages up, and a pressing demand for manufactured products in a world that has gone hungry for them for the last five years. American machine-shop products will be called for throughout the world, and improved machinery and methods offer the only method for meeting these pressures and demands.

# BOOKS ARE TOOLS.

The man who is going to hold his place in the future, or rise to a better place, must not only observe carefully the things he sees done every day in his factory, but must find out how these things are done in other factories. He must widen his fields of experience by acquiring the experience of others. This can be done in part through books.

Mechanical drawing and mathematics are foundation studies for shop practice. The machinist who can read drawings, solve shop problems, make calculations, all without asking questions and wasting time, is making his services too valuable to dispense with. Knowledge of machine design not only gives the key to many of the jobs that pass through his hands, but helps in understanding the machinery and tools in his own shop, how they are assembled and maintained. These branches are playing their part, too, in the progress of rehabilitation. Machine drawing and tracing are being taught successfully to disabled men in Great Britain and the United States, as well as in France.

# LEARN TO USE DIFFERENT TOOLS.

Besides knowing his particular job very thoroughly, the shop man has to know something of how the other fellow does his work. Books that treat of the whole range of machine shop work (and there are several such books) will give this knowledge of the various processes and their

1566°—20 (2)

interrelation. Shop practice of to-day is a collection of highly specialized methods of doing things, and every department is an institution in itself. Of the various machine tools the lathe is "king," both in the great plants and the small shop. Wherever wheels turn and machinery hums the lathe has played its part. But men and women who work on the shaper, slotter, drill press, on punches and dies, on grinding, gear cutting, milling, and all the other branches, also have the advantage of books carefully written by experts and well-illustrated books of a type which was hardly known a generation ago.

There's a saying that has come with irresistible force to many workers: "The average man learns by his own experience, the wise man from the experience of others." By studying books he can find short cuts, avoid mistakes, and (best of all) get a new understanding and new interest in his work that will make it seem more enjoyable and worth while. Books may lead to some invention which will help him and the Nation.

# THE READING COURSE.

To win the certificate of the Bureau of Education (see page 5), the reading of 11 books is required, including two books from each of the four sections of the list.

## Section 1.

- 1. Colvin, F. H. Machine shop drawings. McGraw-Hill. \$1.
- 2. French, T. E. Engineering drawing. 3d ed. McGraw-Hill. \$2.50.
- 3. Colvin, F. H. Machine shop calculations. McGraw-Hill. \$1.
- 4. Johnson, J. F. Practical shop mechanics and mathematics. Wiley. \$1.

### SECTION 2.

- 5. Beale, O. J. Handbook for apprenticed machinists. 3d ed. Brown & Sharpe Manufacturing Co. Providence. \$0.50.
- 6. Hartman, W. B. Machine shop practice. Appleton. \$1.25.
- 7. Leonard, W. S. Machine-shop tools and methods. 5th ed. Wiley. \$3.50.
- 8. Smith, R. H. Textbook of advanced machine work. 5th ed. Industrial Education Book Co. \$3.
- 9. Halsey, F. A. Methods of machine shop work. McGraw-Hill. \$2.50.

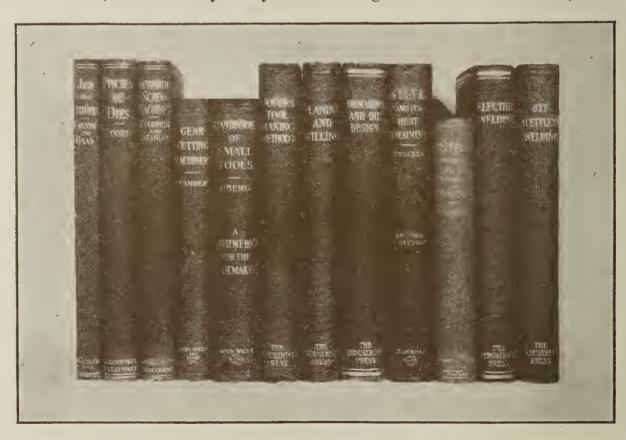
### SECTION 3.

- 10. Perrigo, O. E. Lathe design, construction and operation. New edition. Henley. \$3.
- 11. Jones, F. D. Turning and boring. Industrial Press. \$2.50.
- 12. Hammond, E. K. Modern drilling practice. Industrial Press. \$2.50.

- 13. Colvin, F. H., and Haas, L. L. Jigs and fixtures. McGraw-Hill. \$2.
- 14. Stanley, F. A. Punches and dies. McGraw-Hill. \$4.
- 15. Goodrich, C. L., and Stanley, F. A. Automatic screw machines and their tools. McGraw-Hill. \$2.
- 16. Flanders, R. E. Gear cutting machinery. Wiley. \$2.50.
- 17. Oberg, Erik. Handbook of small tools. Wiley. \$2.50.
- 18. Jones, F. D. (Ed.). Modern toolmaking methods. Industrial Press. \$2.50.
- 19. Jones, F. D. Planing and milling. Industrial Press. \$2.50.
- 20. Jones, F. D. (Ed.). Die making and die design. Industrial Press. \$2.50.

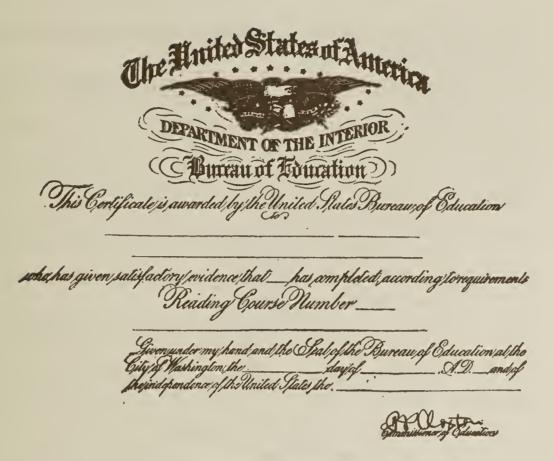
# SECTION 4.

- 21. Bullens, D. K. Steel and its heat treatment. 2d ed. Wiley. \$4.
- 22. Markham, E. R. Steel: its selection, annealing, hardening and tempering. 4th ed. Henley. \$3.
- 23. Hamilton, D. T., and Oberg, E. Electric Welding. Industrial Press. \$3.
- 24. Miller, S. W. Oxy-acetylene welding. Industrial Press. \$2.50.



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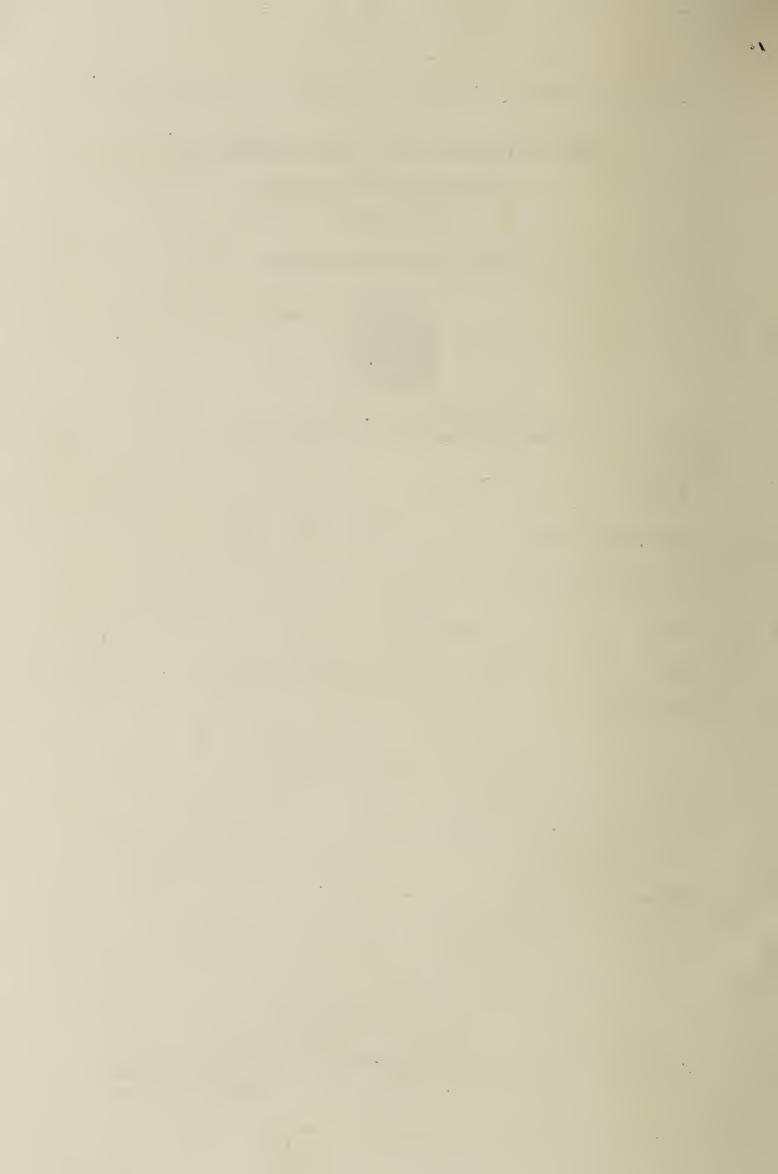
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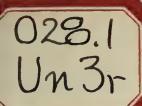
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# MASTER BUILDERS OF TO-DAY

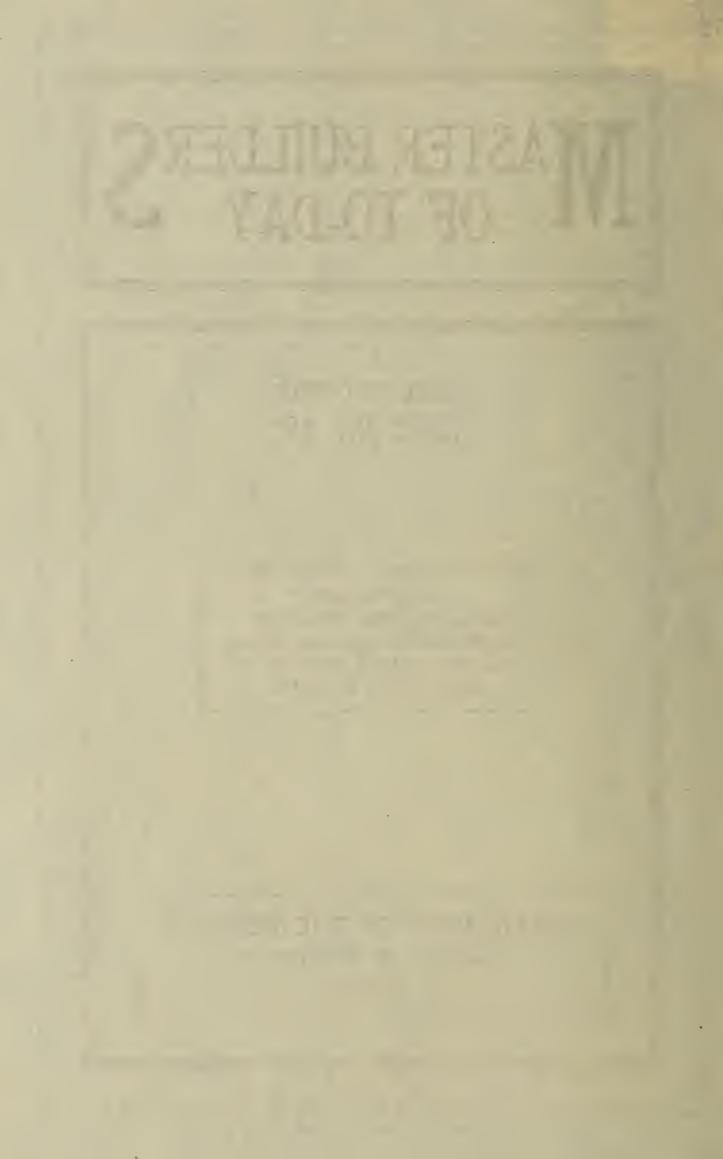
HOME EDUCATION
READING NO. 19

READ ABOUT
THESE MASTER BUILDERS OF
DEMOCRACY WHO ARE THEMSELVES LIVING STONES IN THE
TEMPLE OF HUMANITY

DEPARTMENT OF THE INTERIOR

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# MASTER BUILDERS OF TO-DAY.

# "The shouting and the tumult dies; The captains and the kings depart"—

and those who have fought together either in the front line of battle or in the home-keeping ranks of service and sacrifice find themselves face to face with new tasks in a new world. What are we going to do with the hardly won victory? How are we going to meet the trials and opportunities of the period of reconstruction?

An English writer, appealing to the conscience of his country, and speaking as one whose insight into the meaning of the trend of events gave him the right to the prophet's mantle, said:

In many ways the war has brought us up all standing on the edge of an abyss. When it is over shall we go galloping over the edge, or reining back sit awhile in our saddles looking for a better track? We were all on the highway to a hell of material expansion and vulgarity, of cheap immediate profit, and momentary sensation; north and south in our different ways, all "rattling into barbarity." Shall we find our way again into a finer air, where self-respect, not profit, rules, and rare things and durable are made once more?

How shall we be sure that we are finding a better track? That we are helping to build a saner and happier order of things than that which prepared the way for the horrors of the suicidal World War? How shall we try and test the worth of that for which we spend our labor and our days? Surely we need both inspiration and definite leading. And where are we to find them if not in the experience of those master builders of democracy who are themselves living stones in the Temple of Humanity? Some are the great leaders whose life story is written large, so that all may see its meaning; others are the humble workers of the rank and file, whose service is seldom regarded or remembered. We need the help and the lessons of both if we are to keep and use our victory by "making the world safe for democracy."

It is the plan and purpose of this course to present, together with biographies of some of the leaders of our time, stories of the foundational service of those who fill the ranks of constructive labor—the farmer, the miner, the manufacturer, the doctor, the teacher—the great army of the workers of the world; and some books that are clear and stimulating studies of present-day problems and tendencies.

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- 1. Theodore Roosevelt. WILLIAM ROSCOE THAYER. Boston, Houghton Mifflin. \$5.
- 2. Woodrow Wilson and His Work. WILLIAM E. Dodd. Garden City, N. Y., Doubleday Page & Co. \$3.
- 3. Lloyd George, The Man and His Story. FRANK DILNOT. New York, Harper Bros. \$1.
- 4. Clemenceau: The Man and His Times. H. M. HYNDMAN. New York, F. A. Stokes & Co. \$2.
- 5. Fighters for Peace. MARY R. PARKMAN. New York, Century Co. \$1.50.
- 6. Story of a Pioneer. Anna Howard Shaw. New York, Harper & Bros. \$2.
- 7. The Little Grandmother of the Russian Revolution. (Catherine Breshkovsky.) ALICE STONE BLACKWELL. Boston, Little, Brown & Co. \$2.
- 8. Democracy; Discipline; Peace. WILLIAM ROSCOE THAYER. Boston, Houghton Mifflin. \$1.
- 9. New Ideals in Business. IDA M. TARBELL. New York, Macmillan Co. \$1.50.
- 10. The Farmer and the New Day. Kenyon L. Butterfield. New York, Macmillan Co. \$1.50.
- 11. Cotton as a World Power. James A. B. Scherer. New York, F. A. Stokes & Co. \$2.
- 12. America at Work. Joseph Husband. Boston, Houghton Mifflin. \$1.
- 13. Masters of Space. Walter K. Towers. New York, Harper & Bros. \$1.25.
- 14. Heroes of Today. MARY R. PARKMAN. New York, Century Co. \$1.50.
- 15. The Valley of Democracy. MEREDITH NICHOLSON. New York, Chas. Scribner's Sons. \$2.
- 16. Famous Leaders of Industry. EDWIN WILDMAN. Boston, Page Co. \$2.

### EVIDENCE REQUIRED.

A course must be completed within three years of date of enrollment. The reader must notify the bureau at the time that each book is begun, and upon its completion should send a summary which should include the most important facts and cover the entire book in a general way.

Credit will not be given for reading done previous to enrollment.

By application to local or State libraries readers may be able to borrow these books. The bureau does not furnish them.

A certificate bearing the seal of the United States Bureau of Education, and signed by the Commissioner of Education, will be awarded to readers who complete one or more of the home reading courses according to requirements.

If you wish to enroll in this reading course, or in any other of the courses issued by the United States Bureau of Education, fill out the blank application and return it to the United States Bureau of Education, Washington, D. C., being careful to give the name, number, and section, if any, of the course desired.

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THE TABLE OF THE T READING COURSE NUMBER 20

ISSUED BY

DEPARTMENT OF THE INTERIOR

BUREAU OF EDUCATION

WASHINGTON :: 1921



# TEACHING.

A Short Reading Course for the Use of Teachers and Others Who Would Keep Abreast of the Times in the Profession.<sup>1</sup>

Teaching has a scientific background, and this background is constantly shifting and changing, as in any other vital and progressive profession. Books are continually being written out of experience, out of deeper scientific investigation, in the light of new discoveries and for the needs of new conditions, books that make this background, and unless a teacher keeps up with them, he is sure to find that his usefulness has been put out of date. He can no more depend on the books written about teaching 15 years ago than a doctor could keep on practicing with just the equipment he brought out of medical school 15 years ago. If the teacher takes no account of the discoveries and improvements made in that time, he, like the doctor, will quite likely be doing as much harm as good.

The standing and prospects of the teaching profession are continually improving. Public sentiment is rapidly moving toward a higher money valuation of the teacher's services, while it realizes that his value to the community and the country can never be represented by his salary.

The books that help a teacher in this advancement are in the public library. By application to local or State library, readers may be able to borrow the books. The Bureau of Education does not lend them.

Palmer's "The Ideal Teacher" (Houghton) in a few pages tells of the characteristics without which a teacher will fail, and with which he will almost certainly be successful.

Thorndike's "Education" (Macmillan) will give the student in normal school or college a brief, simple, untechnical account of the aims, means, methods, and results of education, of the conditions set by the laws of human nature, and of the part that school education plays in American life.

Strayer and Norsworthy's "How to Teach" (1917, Macmillan) is an application of the science of psychology to practical methods of teaching, bearing in mind the social purpose of education and with a study of the measurement of results, or, as an alternative for this book, Strayer

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<sup>&</sup>lt;sup>1</sup> Prepared for the American Library Association by George D. Strayer, Professor of Educational Administration, Columbia University.

and Engelhardt's "The Classroom Teacher at Work in American Schools" (American Book Co.).

Bagley's "The Educative Process" (Macmillan) is a study of the functions of education and of the laws that govern the process of educating, in order to eliminate waste of time and energy in school work.

The important subject of teaching children how to study, which involves knowing how one's self, is treated in McMurry's "How to Study" (Houghton), a book full of good things from life.

Johnson's "Teaching History in Elementary and Secondary Schools" (Macmillan) is a valuable aid in making the past real to the child.

Judd's "Psychology of High-School Subjects" (Ginn) applies to the teaching of Latin, English, science, manual arts in the high school, the aid of psychological research, or, as an alternative for this book, Frederick G. Bonser's "The Elementary School Curriculum" (Macmillan).

Study of the problems of the rural school has built up a special litera ture indispensable to the teacher who would take a proper part in the renewal of rural life. Cubberley's "Rural Life and Education" (Houghton) is a most interesting review of the whole subject—the changes in the nature of our country life, their effect on rural institutions in general and the school in particular, its present needs and organization, and advice on the equipment of the new teachers and supervisors that the age demands.

Dewey's "School and Society" (University of Chicago Press) puts into few and convincing words what an enlightened and progressive community has a right to expect from its schools.

Sear's "Classroom Organization and Control" (Houghton) is for the managing executive, whether teacher or principal.

For the general subject of the school system in America, Cubberley's "Public School Administration" (Houghton) gives the principles that underlie our organization and administration of public schools, the evolution of our principal executive offices and problems and the probable lines of our future development, a study that is clear, concise, and comprehensive.

The course consists of 11 books. Two books are added as alternatives. To any one who reads 11 of these books according to requirements, a certificate signed by the Commissioner of Education will be issued. If you wish to enroll in this reading course, "Teaching," or any other of the courses issued by the United States Bureau of Education, fill out the blank application and return it to the United States Bureau of Education, Washington, D. C., being careful to give the name and number of the course desired.

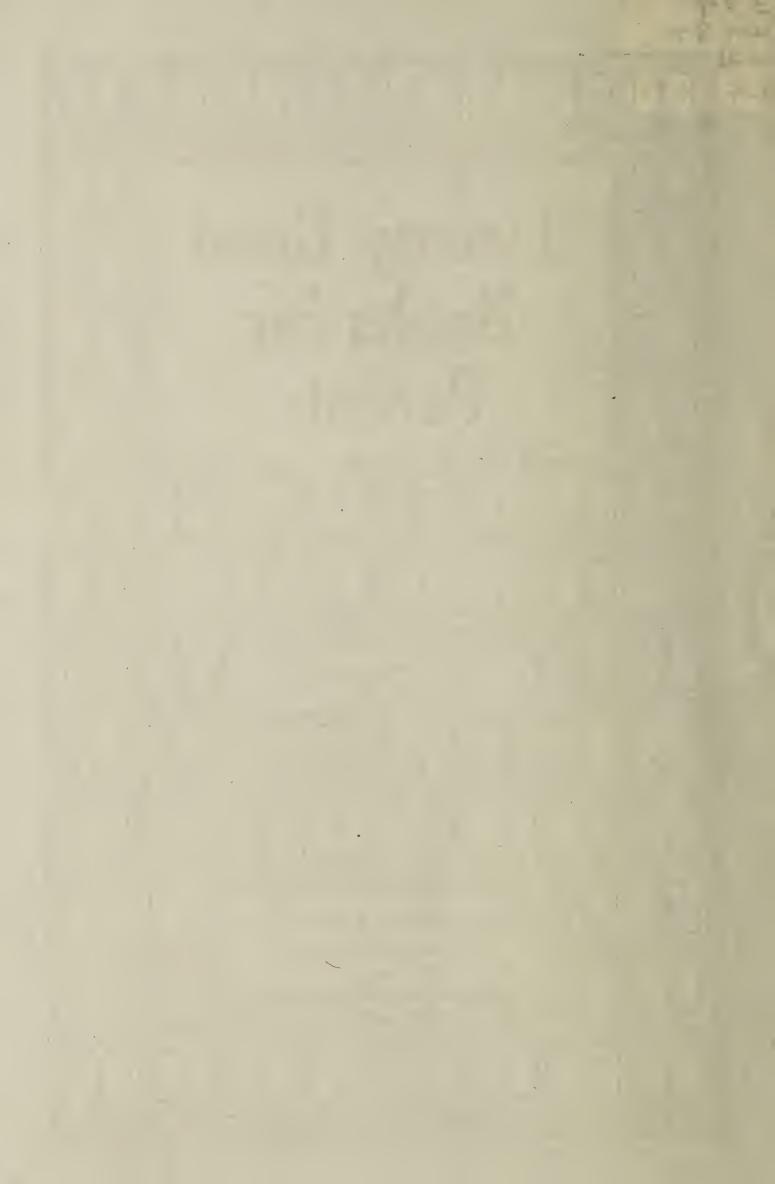
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# Twenty Good Books for Parents

Reading Course No. 21

Department of the Interior
Bureau of Education

Washington, D. C.



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# TWENTY GOOD BOOKS FOR PARENTS

A second reading course for individual parents or for parents who wish to form a reading circle in order to read and discuss the problems of childhood and youth.

Modern life, with the breaking down of traditions regarding the training of children and the increasing difficulties arising from the present-day development of initiative in youth, places more and more responsibility upon parents and all guardians of childhood.

That some parents are conscious of their responsibility is evidenced by the attempts being made to get reading matter on the various phases of child life and by the organization of groups of parents for the study of particular phases of child training and care.

The output of books dealing with this subject is evidence that writers are conscious of the need.

In the selection of a limited number of books for use as a home reading course it has been necessary to omit many books of value. The attempt has been made here to list some of the more recent publications on various aspects of child life with reference to early development, health, religious and moral training, adolescence, the unusual child, and a few books have been included for the purpose of keeping parents in touch with the school problem and the trend of modern education.

A certificate signed by the U. S. Commissioner of Education will be issued to any person completing this course according to requirements. If a circle is formed, individuals should enroll and report as if reading singly.

If prospective readers live in any of the States listed on the last page, they should communicate with the Director of Extension in their State, enroll in the office of the Director and carry out the instructions as if reporting to the Bureau. In these States the certificates will be signed by the State Superintendent of Public Instruction, the Director of Extension, and the U. S. Bureau of Education.

Requirements.—Each person should first secure a reading course, enrollment blank, and a letter of requirements. Fill out the blank and return to the U.S. Bureau of Education. At the time that a book is begun a notification should be sent to the Bureau, and when each

book is completed send in a summary of it. When all summaries have been sent to the Bureau, a list of test questions will be forwarded to the reader to be answered. This last requirement varies in the case of readers who take up the courses in groups with a leader.

The Bureau does not furnish the books. If you can not secure them from a local or State library, it will be necessary to buy them.

# THE READING COURSE.

- 1. Mother Love in Action. PRUDENCE BRADISH. New York, Harper Bros., 1919.
- 2. Talks to Mothers. Lucy Wheelock. Kindergarten Children's Hour, vol. 4. Boston, Houghton Mifflin, 1920.
- 3. Mothers and Children. Dorothy Canfield Fisher. New York, Henry Holt & Co., 1920.
- 4. Every Day Problems in Child Training. M. V. O'SHEA. New York, F. J. Drake & Co., 1920.
- 5. How One Real Mother Lives With Her Children. Mrs. B. G. M.
  First Steps Toward Character. Frederick W. Langford.
  On Truth-Telling and the Problem of Children's Lies. William Byron Forbush.
  The Roots of Disposition and Character. George Herbert Betts.
  The Religious Nature of a Little Child. Frederick W. Langford.
  Table Talk in the Home. Literary Staff, American Institute of Child-Life.
  Six pamphlets in the American Home Series, edited by Norman E Richardson and published by the Abingdon Press, New York.
- 6. The Trend of the Teens. M. V. O'SHEA. New York, F. T. Drake & Co., 1920.
- 7. When Children Err. ELIZABETH HARRISON. Chicago, National Kindergarten College, 1916.
- 8. Play in Education. Joseph Lee. New York, Macmillan Co., 1915.
- 9. The Training of Children in Religion. George Hodges. New York, D. Appleton & Co., 1911.
- 10. Moral Instruction of Children. Felix Adler. New York, D. Appleton & Co., 1901.
- 11. The Home. Charlotte Gilman Perkins. New York, Charlton Co., 1910.
- 12. The School in the Home. ADOLPH BERLE. New York, Moffat Yard & Co., 1913.
- 13. The Nursery School. MARGARET MACMILLAN. New York, E. P. Dutton & Co., 1919.
- 14. The Play Way. HENRY CALDWELL COOK. New York, F. A. Stokes & Co., 1917.
- 15. A Schoolmaster in the Great City. ANGELO PATRI. New York, Macmillan Co., 1917
- 16. The Brown House. HERBERT QUICK. Indianapolis, Bobbs Merrill & Co., 1915.
- 17. Schools of To-morrow. John Dewey. New York, E. P. Dutton & Co., 1915.
- 19. The Normal Child and Primary Education. ARNOLD GESELL. New York, Ginn & Co., 1912.
- 20. All the Children of All the People. WILLIAM HAWLEY SMITH. New York, Macmillan Co., 1912.

# Twenty Good Books for Parents

Reading Course No. 21
Revised

Department of the Interior
Bureau of Education

Washington, D. C.

# TWENTY GOOD BOOKS FOR PARENTS

(Revised 1927)

A reading course for individual parents or for parents who wish to form a reading circle in order to read and discuss the problems of childhood and youth.

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In the selection of a limited number of books for use as a home reading course it has been necessary to omit many books of value. The attempt has been made here to list some of the recent publications on various aspects of child life with reference to early development, health, moral training, adolescence, and the unusual child, and a few books have been included for the purpose of keeping parents in touch with the school problems and the trend of modern education.

A certificate signed by the United States Commissioner of Education will be issued to any person completing this course according to requirements. If a circle is formed, individuals should enroll and report as if reading singly.

Requirements.—Each person should first secure a reading course, enrollment blank, and a letter of requirements. Fill in the blank and return to the Bureau of Education. At the time that a book is begun the reader should notify the United States Bureau of Education and when each book is completed send in a summary of it. A list of questions will be sent to readers who have submitted summaries for a whole course. For readers in circles special arrangements are made. The bureau does not furnish the books. If you can not secure them from a local or State library, it will be necessary to buy them.

This list may be divided into two courses, designated as No. 21-A and No. 21-B. Readers may select 10 different books from the entire list for reading course No. 21-A and 10 others for course No. 21-B. A certificate will be issued for the completion of each of these sections.

#### FOR ALL PARENTS

1. Mothers and Children. Dorothy Canfield Fisher. New York, Henry Holt & Co. 1914. 285 p.

For parents of children of all ages, containing short chapters on the background of children's lives, the scientific spirit of mothers, etc.

2. The Fruit of the Family Tree. Albert Edward Wiggam. Indianapolis, Ind., Bobbs-Merrill Co. 1924. 353 p.

For parents and child-study circles. This book is for readers who are interested in eugenics and race improvement or culture. The author offers this as an incomplete account of the meaning of heredity and of biological forces in human life and society. Contains chapters on Does Blood Tell? What Heredity Tells and How It Tells It; What Education Tells; What Twins Tell; Can We Make the Race More Beautiful? Woman's Place in Race Improvement; Can We Make Motherhood Fashionable? Etc.

3. Concerning Parents, a Symposium on Present-Day Parenthood. New York, New Republic Co. 1926. 279 p.

The responsibilities of parenthood and the necessity of giving children freedom to preserve their individuality are brought out in two dozen papers which were delivered at a national conference by the Child Study Association of America. These papers are classified under six titles: The Family of To-day; the Family and the Community; Parents and the New Psychology; Teachers and the Changing Education; Leisure and Recreation; and the Parents' Outlook on Life.

4. The Child: His Nature and His Needs. A contribution of the Children's Foundation, Valparaiso, Ind. 1924. 448 p.

For parents and child-study circles. Chapter I. Gives briefly some of the outstanding examples of how scientific knowledge is applied to the enrichment of child life. Chapter II. The ordinary behavior of children is discussed here, and their instincts and impulses are evaluated in order to be able to differentiate normal from unusual behavior and be guided in dealing with children. There are chapters on the child's nature and the needs of childhood, the intellectual, moral, and social traits of childhood and youth, etc.

5. Understanding Our Children. Frederick Pierce. New York, E. P. Dutton. 1926. 198 p.

This is a book for parents who expect to have healthy, normal children. It deals with the questions of how to exact obedience without using fear; the best method of gaining confidence; how children may be ruined by domineering parents; why petting and caressing a child have undesirable consequences; and how autosuggestion can be used to develop children without their knowledge.

6. Play in Education. Joseph Lee, New York, MacMillan Co. 1926. 494 p.

In this book the author aims to interpret the child to grown people and to show that play is of primary importance, that it is the serious business of child life. Contains chapters on the Big Injun Age (6 to 11 years); the Age of Loyalty (11 to 14 years); and the Apprentice Age.

7. Wholesome Childhood. Ernest R. Groves and Gladys Hoagland Groves. Boston, Houghton Mifflin Co. 1924. 176 p.

For parents of children of all ages describing seven periods of child life between birth and adolescence.

8. Is Your Child Ready for School? James Frederick Rogers, M. D. Washington, Superintendent of Documents, Government Printing Office. (U. S. Bureau of Education, Health Education Series No. 19.) 1926. 32 p. (10 cents.)

For parents and parent-teacher associations. A guide to parents in preparing their children for school life. This bulletin explains why the school has developed an interest in health, what it is trying to do, and how parents can help make its efforts more effective. Especially good for preschool campaigns.

9. When Children Err. Elizabeth Harrison. New York, Mac-Millan Co. 1916. 152 p.

Through illustrations from real life the author gives help to parents which may be applied to everyday problems of child life in choosing right or wrong standards; in discipline and in punishment. She deals with the fundamental need of every human being to be treated with justice.

#### FOR PARENTS OF CHILDREN OF PRESCHOOL AGE

1. (The) Health of the Runabout Child. William Palmer Lucas. New York, Macmillian Co. 1923. 216 p.

The author recommends Chapter II to busy parents who want to know something about the normal growth and development of the runabout child; he warns readers not to miss Chapters IV and IX, about modern health ideas for children and recreation; and for a vacation he recommends Chapters III and X, on hygiene and health problems and character training in childhood.

2. Parents and Sex Education. B. C. Gruenberg. New York, The American Social Hygiene Association. 1923. 94 p.

For parents of children of preschool age. This is a small textbook containing brief chapters on why education and guidance on sex matters are necessary; the attitude of parents; what the child should learn and why; the nature of the child, etc.

3. Talks to Mothers. Lucy Wheelock. Boston, Houghton Mifflin Co. 1920. 382 p.

For parents of children of preschool and kindergarten age. Mothers will find help in solving the problems of obedience, truth telling, carelessness, etc.

4. Training the Toddler. Elizabeth Cleveland. Philadelphia, Pa., J. B. Lippincott Co. 1925. 169 p.-

For parents of children of preschool age. Contains principles underlying the training of little children, in suitable form for use in the home. The book may be used as a guide to sources of reliable information on standards of physical, mental, emotional, and social development.

# FOR PARENTS OF CHILDREN OF GRADE OR HIGH SCHOOL AGE

1. (The) Job of Being a Dad. Frank H. Cheley. Boston, W. A. Wilde & Co. 1923. 336 p.

A book for fathers of boys of grade-school and high-school age. This book is written in popular nontechnical style; dealing with boy problems; the father's responsibilities; the home as a background for the boy; the development of the intellectual and social life of the boy, etc. It also contains a rating chart by which a father may check up his own status as father.

2. School and Home. Angelo Patri. New York, D. Appleton. 1925. 213 p.

Containing chapters on the school that everybody wants; the gifted child; the child who fails; sins against childhood; the spoiled child; the first day of school; parents' associations; etc. The author writes in popular and interesting style, using illustrations to emphasize his points.

3. (A) Schoolmaster in the Great City. Angelo Patri. New York, Macmillan Co. 1917. 220 p.

For parents of grade school and for parent-teacher associations. This book contains in story form the development of the parents' cooperation and of community spirit in a school district in New York City.

4. Sex Education. Maurice A. Bigelow. New York, Macmillan Co. 1916. 239 p.

The author feels that all classes of parents should have set before them the great need of the special safeguarding of young people in regard to this subject. He impresses upon parents the need of giving children information not later than the early adolescent years, either at home or at school, rather than have them obtain it from unreliable or vulgar sources.

#### FOR PARENTS AND TEACHERS

1. (The) Home-Maker. Dorothy Canfield. New York, Harcourt, Brace & Co. 1924. 320 p.

Excellent studies in child psychology are given in the story of three children and the modern problems of home making.

2. (The) Problems of Childhood. Angelo Patri. New York, D. Appleton & Co. 1926. 310 p.

The author depicts children sympathetically without sentimentality, and in this book he tells how the complexities of child training may be transformed into positive joy of teaching.

3. Shackled Youth. Edward Yeomans. Boston, The Atlantic Monthly Press. 1921. 138 p.

Contains short interesting articles on present-day schools, teachers, and teaching. The author points out some of the discrepancies and weaknesses of present-day schools and teaching in his own peculiar style.

Suggested reading not required for the course:

#### POPULAR FOLDERS ON CHILD WELFARE

Folder No. 1. Minimum Standards of Prenatal Care.

Folder No. 2. Backyard Playgrounds.

Folder No. 3. Why Drink Milk.

Folder No. 4. What Builds Babies.

Folder No. 5. Sunlight for Babies.

Folder No. 6. From School to Work.

Folder No. 7. Community Care of Dependent, Delinquent, and Handicapped Children.

Folder No. 8. Breast Feeding.

Single copies may be had free upon request from the United States Department of Labor, Children's Bureau, Washington, D. C. Prices in quantity will also be given upon request.

If you wish to enroll in any of the reading courses issued by the United States Bureau of Education, fill the blank application and return it to the United States Bureau of Education, Washington, D. C., being careful to give the name and number of the course desired. If you live in any one of the following States, instead of returning the application to the Bureau of Education, send it to the address given for your State: Arizona.—Max P. Vosskuhler, Extension Division, University of Arizona, Tucson, Ariz.

Arkansas.—Arthur M. Harding, Extension Division, University of Arkansas, Fayetteville, Ark.

Colorado.—Elmore Petersen, Extension Division, University of Colorado, Boulder, Colo.

Indiana.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.

Iowa.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa.

Kansas.—Harriet M. Stevenson, Extension Division, University of Kansas, Lawrence, Kans.

Kentucky.—Wellington Patrick, Department of University Extension, University of Kentucky, Lexington, Ky.

Louisiana.—J. O. Pettiss, Extension Division, State Normal College, Natchitoches, La.

Michigan.—John D. Willard, Continuing Education, Michigan State College of Agriculture and Applied Science, East Lansing, Mich.

Missouri.—Charles H. Williams, Director of Extension, University of Missouri, Columbia, Mo.

North Carolina.—Russell M. Grumman, Extension Division, University of North Carolina, Chapel Hill, N. C.

North Dakota.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.

Oklahoma.—Mrs. J. R. Dale, Oklahoma Library Commission, Oklahoma City, Okla.

Oregon.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Oreg.

South Carolina.—B. L. Parkinson, Extension Department, University of South Carolina, Columbia, S. C.

South Dakota.—Garrett Breckenridge, Extension Division, University of South Dakota, Vermilion, S. Dak.

Utah.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.

Virginia.—George B. Zehmer, Bureau of Extension, University of Virginia, University, Va.

Washington.—F. F. Nalder, Extension Division, State College, Pullman, Wash.

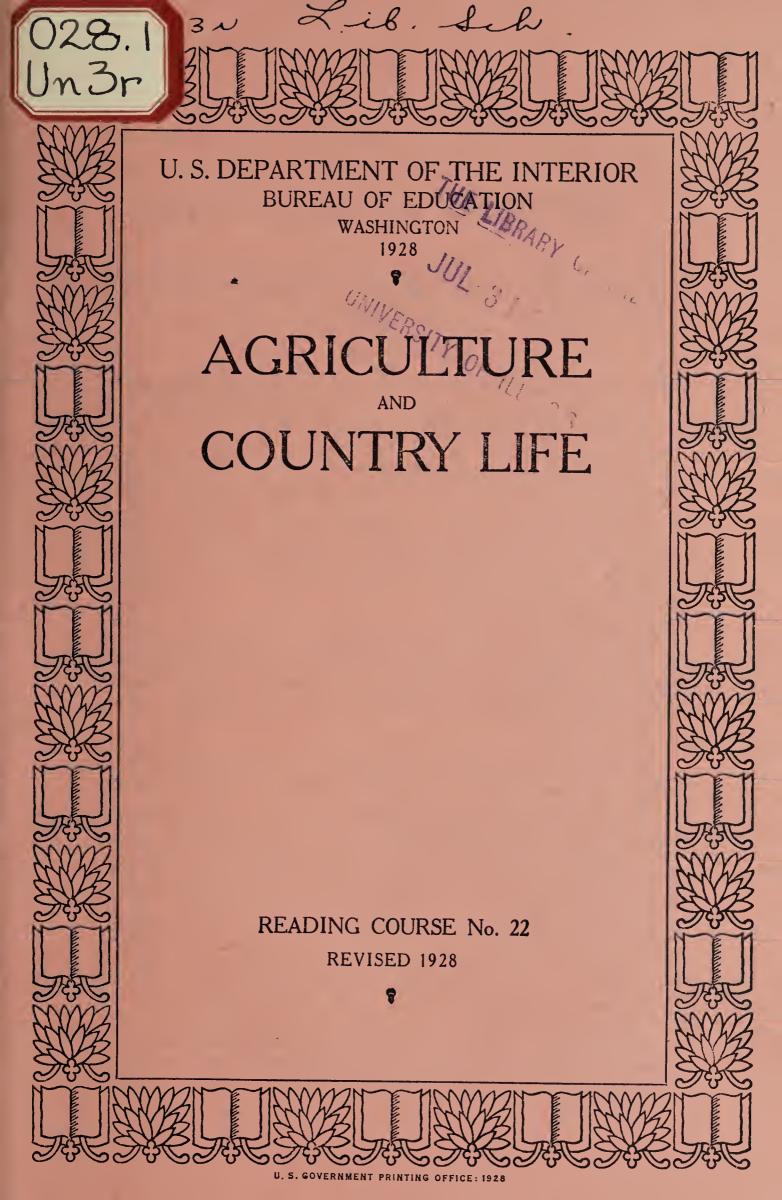
Wisconsin.—Chester D. Snell, University Extension Division, University of Wisconsin, Madison, Wis.

Hawaii.—D. L. Crawford, Extension Division, University of Hawaii, Honolulu, Hawaii.

The following courses are ready for distribution:

- COURSE 1. Great Literary Bibles.
  - 2. Masterpieces of the World's Literature.
  - 3. Reading Course for Parents.
  - 4. Miscellaneous Reading for Boys.
  - 5. Miscellaneous Reading for Girls.
  - 6. Thirty Books of Great Fiction.
  - 7. Thirty World Heroes.
  - 8. American Literature.
  - 9. Thirty Great Americans.
  - 10. American History.
  - 11. France and Her History.
  - 12. Heroes of American Democracy.
  - 13. The Call of Blue Waters.
  - 14. Iron and Steel.
  - 15. Shipbuilding.
  - 16. Machine-Shop Work.

- Course 17. Foreign Trade.
  - 18. Dante.
  - 19. Master Builders of Today.
  - 20. Teaching.
  - 21. Twenty Good Books for Parents.
  - 22. Agriculture and Country Life.
  - 23. How to Know Architecture.
  - 24. Citizenship and Government.
  - 25. Pathways to Health.
  - 26. Sixty Selected Stories for Boys and Girls.
  - 27. Poetical Literature for Boys and Girls.
  - 28. Kindergarten Ideals in Home and School.
  - 29. The Pre-School Child.
  - 30. Forty Books for Boys and Girls.
  - 31. Appreciation of Music.



# AGRICULTURE AND COUNTRY LIFE'

# A READING COURSE ON THE PROBLEMS OF THE FARMER

"Who are the farmer's servants? \* \* \* Geology and chemistry, the quarry of the air, the water of the brook, the lightning of the cloud, the castings of the worm, the plow of the frost."—EMERSON.

Agriculture is the foundation of our national wealth. It is, the world over, the basic industry. But it is more than an industry; it is a way of life. It is a way of life which trains its apprentices in independence, in self-reliance. For evidence of this, listen to the colonial farmer writing in 1787:

My farm gave me and my whole family a good living on the produce of it and left me one year with another 150 silver dollars, for I never spent more than \$10 a year, which was for salt, nails, and the like. Nothing to eat, drink, or wear was bought, as my farm provided all.

More than a century has passed since then, a century which has ushered in the machine age, with its economically necessary division of labor. Yet it is still true that farmers are more self-sufficing, more independent, than any other industrial group. This very self-sufficing quality has tended to make them slower to organize within their own group; slower to cooperate with other groups; slower, but not entirely without the impulse which is growing of late among men. More and more is there an increased understanding of the relationship between

<sup>&</sup>lt;sup>1</sup>Acknowledgment is due to the Secretary of Agriculture, Hon. W. M. Jardine, and to the Michigan State College of Agriculture and Applied Science for assistance in the revision of this course.

farming and the other great industries. More and more its strategic place in national life is recognized, not only by the farmers but by those others whom they serve so well.

Farmers are acquiring the social point of view. Looking at their work from the standpoint of the rest of the world, they are seeking to utilize the results of the world's experience in agriculture, as embodied in practical books. They are beginning to believe that "the average man learns from his own experience; the wise man learns from the experience of others."

To bring the individual farmer into touch with the newest and best in this profession, Federal and State departments of agriculture, State colleges and experiment stations, and university extension divisions are spreading information to farms all over the country. In line with their work, this reading course aims to help in solving the problems of farmers and is besides a good reference list for students and others interested in these subjects. The books in the list are not always adapted to special localities, and the reader is advised to obtain also literature and information from the agricultural college and experiment station of his own State.

# · A. Agricultural Economics and Farm Management

When, over a century ago, Adam Smith wrote his Wealth of Nations, it was not considered necessary for the practical farmer to know even the A B C's of economics. It is otherwise to-day. As surely as in many locations the tractor is forcing the plodding farm horse out of the furrow into the back pasture, so surely are modern banking methods superseding the time-honored custom of keeping the cash, when there was any, in an old sock. In the competition of modern industry, the farmer must run on a budget; calculate his overhead; employ labor and time-saving devices; in fact, swing into

step with the march of modern business methods. For his enlightenment along these lines the following eight books have been selected:

1. Warren, George Frederick, and Pearson, Frank Ashmore. The agricultural situation. New York, Wiley, 1924. 306 p.

Business men and legislators as well as farmers will find in this book fundamental facts regarding the changing relationships between agriculture and industry, and remedies proposed to improve conditions.

2. Jesness, Oscar Bernard. The cooperative marketing of farm products. Philadelphia, Lippincott & Co., 1923. 292 p.

Points out fundamental principles of cooperative marketing among farmers; indicates, through typical instances, what is being accomplished in the handling of various farm commodities; and discusses methods of organization, financing, incorporation, etc.

3. Boss, Andrew. Farm management. Chicago, Lyons & Carnahan, 1923. 77 p.

A textbook dealing with farm crops, feeding and care of livestock, soils, etc. For students primarily, but useful also to farmers.

4. Warren, George Frederick. Farm management. New York, Macmillan Co., 1913. 500 p.

Conclusions have been formed by the author after study of methods of farm organization and management, and results secured. Characteristics necessary for success in farming; types of farming; diversified and specialized farming; intensive and extensive farming; size of farms; methods of renting land, etc., are discussed in 20 chapters.

5. Black, John Donald. Introduction to productive economics. New York, Henry Holt & Co., 1926. 975 p.

A good reference book dealing with the field of economics, the nature of production, the historical background of modern production, etc.

6. Hibbard, Benjamin Horace. Marketing of agricultural products. New York, Appleton & Co., 1923. 379 p.

Offered to readers connected with actual operations of selling farm products, and to college students, as a basis of the study of marketing.

7. Taylor, Henry Charles. Outlines of agricultural economics. New York, Macmillan Co., 1919. 439 p.

This book is intended to help farmers solve their problems. Chapters deal with organization, equipment, and operation; rent and profit; marketing; crop estimates; cooperation; social side of farm life; etc.

8. Carver, Thomas Nixon. The present economic revolution in the United States. Boston, Little, Brown & Co., 1925. 253 p.

Describes the changes that have taken place in social and economic conditions and the effect of these changes upon American national life. It attempts to convince the reader of the possibility of a wide diffusion of prosperity which is already beginning to be realized and to "show that the conditions that make labor a commodity tend toward a higher state of civilization than the conditions that make it a dependency." This is a very readable book for "the general reader as well as for economists.

# B. Rural Sociology

The hermit in human society is rare. A Thoreau may find in the friendship of the season a satisfactory substitute for human intercourse, but normal mankind, not excepting the rural groups, is by nature social. The farmer and his family are usually just as keenly conscious of the need of human fellowship as is the most seasoned frequenter of Broadway or of Regent Street. Where and how does he foregather, and by what means may these gatherings be facilitated and made more purposeful? These questions are discussed in the following 13 books:

9. Brunner, Edmund de S., Hughes, Gwendolyn S. and Patten, Marjorie. American agricultural villages. New York, George H. Doran Co., 1927. 326 p.

A study of 140 representative American villages. An illuminating presentation.

10. Fry, C. L. Diagnosing the rural church. New York, George H. Doran Co., 1924. 234 p.

This study gives a scholarly comparison of similar and different churches operating in similar and different environments, and the forces at work in each. The book is of particular importance to the rural student because of the tendency toward disintegration in the rural church. It suggests definite steps in diagnosing particular church situations, and this method may be used to understand and solve the rural church problems. It is readable and its material is significant.

11. Galpin, C. J. Empty churches. Century Co., 1925. 150 p.

A short analysis of the predicament of the rural church. Very readable.

12. Sanderson, Ezra D. The farmer and his community. New York, Harcourt, Brace & Co., 1922. 254 p.

A sound and realistic exposition of the rural community.

13. Vogt, Paul L. Introduction to rural sociology. New York, D. Appleton & Co., 1924. 457 p.

Essentially a standard textbook for beginners in rural sociology and written for college classroom use. It discusses rural life in the United States, and especially that of the Mississippi Valley, with a view to understanding and controlling the social phenomena which determine the efficiency and happiness of rural life. It may be said to be a defense and a justification of rural life as well as a critical analysis: The book is comprehensive in its scope; is interestingly written; and is thoroughly scientific, offering a great number of charts and maps to support its arguments.

14. Douglass, H. P. The little town. New York, Macmillan Co., 1927. 258 p.

The country town is analyzed and its forces directed toward its own greatest progress. The author suggests a definite policy for directing the interests and activities of the little town country-ward rather than cityward and shows them how they may improve their status and solve their problems. The book was written for the general small-town reader.

15. MacGarr, Llewellyn. The rural community. New York, Macmillan Co., 1922. 229 p.

Written for use in stimulating the growth of better conditions of living in rural communities. It is a textbook for rural readers, teachers, and others working on rural problems.

16. Sims, N. L. The rural community. New York, Charles Scribner's Sons, 1920. 916 p.

A compilation of readings on rural society. It employs the case system, furthering its discussion by the presentation of selections from authorities on rural communities, both ancient and modern.

It is particularly interesting from the historic point of view and because of its presentation of the exact contributions of many noted writers.

17. Groves, E. R. The rural mind and social welfare. Chicago, University Press, 1922. 199 p.

Attempts to analyze the rural social mind and its significance in our social life; the problems rural people create; and the attitudes they obtain. The book is psychological in its viewpoint, and for that reason may be difficult to the general reader, but one interested in why the farmer is different from other people in his customs, attitudes, and ways of behaving, and how these may be managed, will find this book a brief, interesting, and illuminating discussion.

18. Galpin, C. J. Rural social problems. New York, Century Co., 1924. 286 p.

A bird's-eye view of some of the outstanding social problems of rural life.

19. Taylor, Carl C. Rural sociology. New York, Harper & Bros., 1926. 509 p.

Part 1 contains a discussion of the foundations of rural society; Part 2, rural social problems; and Part 3, the farmer and his society.

20. Hawthorne, Horace B. Sociology of rural life. New York, Century Co., 1926. 510 p.

The author attempts to devise measures and standards of evaluation for social phenomena. It is an analysis of the socialization of rural society.

21. Atkeson, Mary M. The woman on the farm. New York, Century Co., 1924. 331 p.

The American farm woman and the farm home with its peculiar problems of housekeeping, business management, social duties, family responsibility, community relationships, and political obligations are discussed. The book was compiled after an enormous correspondence with farm women in all parts of the country made possible through the United States Department of Agriculture. It represents the experiments and their outcome of various farm women in various communities. A farm woman's bookshelf, given in the appendix, gives an excellent list of references for farm women.

# C. Agricultural Engineering

In this day of the "Better homes movement," of city planning, and of model villages, it is not surprising to find a number of helpful books on farm planning, from the point of view of the buildings and equipment. The five books cited are among the most up-to-date on this subject.

22. Seaton, Roy A. Concrete construction for rural communities. New York, McGraw-Hill Book Co., 1918. 225 p.

Designed as a textbook on concrete construction for agricultural colleges, but useful also to those who use concrete. Deals with cements and limes; reinforced concretes; stucco and plaster and their uses.

23. Kranich, Frank N. C. Farm equipment for mechanical power. New York, Macmillan Co., 1923. 405 p.

A book on farm machinery and its operation offered to aid the manufacturer of farm implements, the dealer, the distributor, and the service man, but first of all the farmer.

24. Ekblaw, Karl J. T. Farm structures. New York, Macmillan Co., 1914. 295 p.

A treatise on farm structures for students and progressive farmers, containing a description of building materials, a discussion of basic methods employed in simple building construction, and calling attention to farm buildings in which are applied the principles of construction and arrangement.

25. Elliott, Charles Gleason. Practical farm drainage. New York, Wiley, 1919. 188 p.

For the use of farmers and students; discussion of soil as related to drainage; artificial drainage; kinds of drains; drainage systems; location; cost; etc.

26. Fortier, Samuel. Use of water in irrigation. New York, McGraw-Hill Book Co., 1926. 318 p.

A book dealing with the agricultural side of irrigation for new settlers, irrigation farmers, and students in agricultural high schools.

### D. Soils and Fertilizers

That plant food may be reduced to formulas as exact as those used for animals is coming to be understood. The farmer may gain advice on the subject from the Federal or State departments of agriculture, or he may read any one or more of the helpful books on the subject. Three of these are described below.

27. Hinkle, Samuel Frank. Fertility and soil production. Sandusky, Ohio [published by author], 1925. 338 p.

A presentation of the important findings of investigators in the art and science of soil fertility; building for high production crop yields and profits; drainage of farm lands; irrigation; tillage; etc. The reader's general knowledge of farm practices and terminology is presupposed.

28. Van Slyke, Lucius Lincoln. Fertilizers and crops, or the science and practice of plant breeding. New York, Orange Judd Co., 1912. 735 p.

For farmers and students in agricultural schools showing fundamental relations and reasons underlying the practice suggested. The author endeavors to arrange many facts and principles which practical farmers want and need to know.

29. Bear, Firman Edward. Soil management. New York, Wiley, 1927. 412 p.

Acquaints students with the application of scientific facts and principles useful in planning constructive systems of soil management and increasing productive capacities for soils; utilizing, conserving, and supplementing soil resources.

# E. Farm Crops

The farmer gets his riches from the earth as surely as if he were digging it out of a gold mine; with this difference, that while the miner must depend on the geology of past ages to place his bonanza for him, it is the farmer's privilege to plant his wealth in springtime, using his brains in the planting, and to gather it in at the harvest season; a little crop or a big, not as luck will have it but

as skill has shaped it. These five books on farm management make it possible to acquire this skill:

30. Cox, Joseph Frank. Crop production and soil management. New York, Wiley, 1924. 516 p.

A handbook for students in vocational school or college, or at work in a farming occupation. It gives three points of view: Practices developed on the farm or contributed by scientific investigation effective in reducing cost of production; improving market quality of crop preducts; and placing the upkeep of soil fertility on a more permanent basis.

31. Piper, Charles Vancouver. Forage plants and their culture. New York, Macmillan Co., 1924. 671 p.

Scattered results of American research have been brought together in this book regarding the present state of knowledge of each forage crop grown in America.

32. Stuart, William. The potato; its culture, uses, history, and classification. Philadelphia, Lippincott & Co., 1927. 518 p.

Includes information in regard to the industry as a whole, and discusses principles underlying the production of potatoes, for the benefit of young farmers and students who plan to grow a crop of potatoes for profit.

33. Hutcheson, Thomas Barksdale and Wolfe, T. K. Production of field crops; a textbook of agronomy. New York, McGraw-Hill Book Co., 1924. 484 p.

A discussion of the fundamentals underlying production and numerous common practices in the production of many crops.

34. Duggar, John Frederick. Southern field crops. New York, Macmillan Co., 1925. 444 p.

Farmers may find this book a simple presentation of the scientific principles underlying agriculture and a condensed statement of the results of recent experiments and experience.

## F. Animal Husbandry and Dairying

Since the dim far away days of the cave man certain groups of animals have been domesticated to enrich mankind. It is not strange, therefore, that the scientific management of them should be one of the most carefully studied branches of agriculture. The recent progress in the science of animal husbandry may be studied in the following 12 books:

35. Snapp, Roscoe Raymond. Beef cattle; their feeding and management in the Corn Belt States. New York, Wiley, 1925. 449 p.

A book, in four parts, dealing with general aspects of the beefcattle industry; the breeding herd; fattening cattle for market; and general problems in beef production, written primarily for the college student.

36. Mumford, Frederick Blackmar. The breeding of animals. New York, Macmillan Co., 1917. 310 p.

A practical book, useful to the breeder of animals and to the student, containing lessons and examples which may be applied on the farm or in the laboratory.

37. Eckles, Clarence E. Dairy cattle and milk production. New York, Macmillan Co., 1923. 591 p.

This is one of the farm series. It answers many questions of farmers by giving underlying principles which may be adapted to local conditions of the dairy farm.

38. Henry, William A. and Morrison, Frank B. Feeds and feeding. Madison, Wis., The Henry Worrison Co., 1926. 770 p.

Part 1 deals with animal nutrition. Part 2 concerns the properties and value of feeding stuffs in America and methods of preparing feeds. Part 3 presents findings of experiment stations throughout the world on feeding and care of farm animals.

39. Stocking, William Alonzo. Manual of milk products. New York, Macmillan Co., 1917. 578 p.

The author has here brought together some of the work of the best authorities for the use of students and men in commercial work. Contains chapters on milk secretion; the chemical composition of milk; factors that affect the composition of milk; testing of milk and cream; etc.

40. Tomhave, William Henry. Meats and meat products. Philadelphia, Lippincott & Co., 1925. 418 p.

Intended for use as a textbook for teachers and students, and to meet the needs of farmers and housewives for information on meat products for home use. 41. Smith, William W. Pork production. New York, Macmillan Co., 1920. 492 p.

The author has written this book from practical experience, from experimental studies and from the results of research in biology and chemistry. In 20 chapters he deals with management, feeding, and herding hogs at various periods in the year.

42. Rice, James Edward and Botsford, Harold Eugene. Practical poultry management. New York, Wiley, 1925. 506 p.

A useful guide for poultrymen and vocational school pupils whether they keep poultry on a commercial basis or in small flocks.

43. Gay, Carl W. Productive horse husbandry. Philadelphia, Lippincott & Co., 1927. 335 p.

Structure and function, types and breeds, the principles of breeding, and the horse in service, are the subjects of some of the chapters.

44. Coffey, Walter Castella. Productive sheep husbandry. Philadelphia, Lippincott & Co., 1918. 479 p.

A book for students and sheep raisers containing chapters on the history of sheep raising and sheep breeding; structure and judging of sheep; breeds; management of flocks; sheep feeding; etc.

45. Plumb, Charles S. Types and breeds of farm Animals. Boston, Ginn & Co., 1920. 820 p.

Studies of types and breeds of farm animals for stockmen and students. The subject matter is arranged with regard to systematic grouping.

46. Vaughn, Henry William. Types and market classes of livestock. 11th ed. rev. Columbus, Ohio, R. G. Adams & Co., 1927. 544 p.

For students, teachers, and the general reader; a text on farm animals, market demands, and market classes of livestock. Useful to breeders and feeders of cattle, sheep, swine, and horses.

## G. Entomology

Insect pests are on the increase. They need no airplane flight to waft them swiftly from one continent to another. Any ship from a foreign port may bring, along with its

welcome cargo, the unwelcome one of an insect pest. Any summer-tourist car carrying bayberry or bittersweet sprays across State borders may, by so much, enlarge the domain of some insect pest. It behooves the farmer, whom they chiefly threaten, to recognize his chief enemy and to study the means for its destruction. Fortunately, however, there are also friendly insects. These, too, it behooves him to study.

47. Phillips, Everett Franklin. Beekeeping. New York, Macmillan Co., 1915. 457 p.

A discussion of the life of the honeybee, and the production of honey for American beekeepers.

48. Lutz, Frank Eugene. Fieldbook of insects. New York, G. P. Putnam's Sons, 1927. 562 p.

It contains illustrations of 600 or more of these insects and suggestions concerning collecting, preserving, and classifying insects. This book aims to aid students and laymen to recognize about 1,400 different kinds of insects which inhabit the United States.

49. Comstock, Anna Botsford. A handbook of nature study. New York, Comstock Publishing Co., 1927. 960 p.

For teachers and parents.

50. Comstock, J. H. Insect life. New York, D. Appleton & Co., 1925. 350 p.

An introduction to nature study intended to quicken the powers of observation and to serve as a guide not only for adults, but for younger pupils who wish to acquire a knowledge of insects.

51. Herrick, Glenn Washington. Manual of injurious insects. New York, Henry Holt & Co., 1925. 489 p.

This book contains information regarding the principal injurious forms of insects and means of controlling them. Useful to teachers, students of economic entomology, or anyone, in the activities, injuries, and control of the more common injurious insects.

52. Dupuy, William Atherton. Our insect friends and foes. Philadelphia, John C. Winston Co., 1925. 275 p.

The author calls this book "a travelogue of insect land." It has been written for the general reader to interpret the knowl-

edge of scientists regarding some of the common insects, and to show the relationship between insects and human beings.

#### H. Horticulture

There is a picturesque side to farming, a side which suggests apple-blossom festivals in springtime and rasp-berry shrub at midsummer, and all the succulent accompaniments to turkey at Thanksgiving; a side which suggests the beautifying of orchard and garden, as well as the heavy labor of the apple harvest. These aspects are dealt with in the following books on horticulture:

53. Sears, Fred Coleman. Productive small fruit culture. Philadelphia, Lippincott & Co., 1925. 368 p.

A book on small fruit culture for instructors in the subject, and for the practical grower who has not yet mastered all the details of the business but wants suggestions on many points.

54. Waugh, R. A. Textbook on landscape gardening. New York, Orange, 1926. 235 p.

This book is designed especially for the use of nonprofessional students. The author aims to teach the principles of order and design, and to give a working understanding of these principles as applied in the art of landscape gardening and to apply them to civic problems to arouse an intelligent and constructive interest in civic problems and to indicate what should be done by nations, States, and communities for the preservation and use of native landscape.

55. Gourley, Joseph Harvey. Textbook of pomology. New York, Macmillan Co., 1922. 380 p.

For students who are familiar with the more common orchard practices. Contains material for study on the science on which present-day practices in fruit production are based.

56. Thompson, Homer C. Vegetable crops. New York, McGraw-Hill Book Co., 1923. 478 p.

A textbook designed to meet the needs of college and university teachers of vegetable gardening, bringing together the results of experimental and research work in soils and soil preparation, commercial fertilizers, seeds and seed growing, greenhouses, irrigation, cultivation, etc.

#### I. General

To all the foregoing aspects of science and society must be added one more. If the farmer would be well grounded for his task, he will find it most helpful to have at least a bowing acquaintance with certain phases of the law.

57. Green, John B. Law for the American farmer. New York, Macmillan Co., 1923. 493 p.

This book is what the name implies, a book discussing for the common reader the various aspects of laws governing the obligations and rights of the farmer. It is practical and definite in its discussion of each point, citing cases in support of each statement. A great many legal matters constantly claim the farmer's interest which this book discusses simply and authoritatively, thus settling many of the farmer's problems and enabling him to conduct his affairs more intelligently.

#### **CONCLUSION**

A glance through this minimum working library will go far toward upholding the statement made in the beginning that the farmer through his training is the most independent of men. But in order to preserve that independence it is not sufficient for him to know how to turn swords into plowshares; it is not sufficient for him to know how and when and where to use these converted implements to the best advantage; in order to preserve that independence he must keep an open mind toward innovations and must be on tiptoe to adopt the very best that investigators in this field can offer him.

## **ANNOUNCEMENT**

The United States Bureau of Education announces new and revised courses on a variety of subjects for reading or study. An attempt will be made to provide, as promptly as possible, additional reading courses on these or other subjects whenever there is sufficient demand.

Many persons have signified their desire to read or study under guidance. This service has been made possible in several States by universities or colleges agreeing



## HOW TO KNOW ARCHITECTURE

# SOME GOOD BOOKS FOR THE LAYMAN ON BUILDING STYLES

The growing interest in art of all kinds has brought with it a desire on the part of many for a greater knowledge of the "mistress art"—architecture. Man has written his story through the ages in the forms and decoration of his habitation. His mastery of material, his knowledge of structural principles, his skill as an artisan, his varied ability as a designer, all indelibly appear in historic buildings. We may read the palm, so to speak, of any period in man's advance in the lines of his public buildings, in the grace and significance which he has given his churches, and in the character which he has built into his dwellings.

Architecture is the most human of the arts of design. It stands closest to our lives, vying even with clothing and the arts of the book for our first consideration. Architecture has mothered many other arts through the centuries, giving them a place to express themselves and a text to illustrate.

Architecture to-day is building our times and lives into the fabric of its structures as diligently and as effectively as it did in Egypt, Greece, Rome in the Middle Ages, in the Renaissance. It is a decided cultural advantage to have realized this and to have discovered the satisfaction, as well as the broadening effect upon the mind, of a knowledge of the building art, something of its past greatness and present promise, something of its

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theory and practice, something of the inspiration that may be drawn from its fine examples.

With the purpose of encouraging this interest, preparing the road toward appreciation and enjoyment of architecture, the United States Bureau of Education offers this reading course on "How to Know Architecture."

#### READING COURSE NO. 23

- 1. Caffin, Charles H. How to Study Architecture. An Attempt to Trace the Evolution of Architecture as the Product and Expression of Successive Phases of Civilization. New York, Dodd, Mead & Co., 1917. xv + 540 p., illus. 8°.
- 2. Wallis, Frank E. A-B-C of Architecture. New York, Harper & Bros., 1915. 108 p., illus. 12°.
- 3. Price, C. Matlack. The Practical Book of Architecture. Philadelphia, J. B. Lippincott Co., 1916. 348 p., illus. 8°.

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- Hamlin, Talbot Faulkner. The Enjoyment of Architecture. New York, Charles Scribner's Sons, 1916. 349 p., illus. 8°.
- 4. Nimmons, George C., Walker, C. Howard, Cram, Ralph Adams, Magonigle, H. Van Buren, and Cret, Paul P. Architecture in the Significance of the Fine Arts. (Published under the direction of the Committee on Education of the American Institute of Architects.) Boston, Marshall Jones Co., 1923. xxix + 483 p., illus. 8°.
- 5. Barstow, Charles L. Famous Buildings. A Primer of Architecture. New York, Century Co., 1914. 246 p., illus. 8°.
- 6. Hamlin, A. D. F. A Textbook in the History of Architecture. New York, Longmans, Green & Co., 1915. xvii + 467 p., illus. 8°.

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Kimball, Sidney Fiske, and Edgell, George Harold. History of Architecture. New York, Harper & Bro., 1918. xxiii + 621 p., illus. 8°.

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Lethaby, W. R. Architecture: An Introduction to the History and Theory of the Art of Building. New York, Henry Holt & Co. 256 p., illus. 8°.

Statham, H. Heathcote. A Short Critical History of Architecture. New York, Charles Scribner's Sons, 1912. xc + 586 p., illus. 8°.

or

- Simpson, X. A History of Architectural Development. 3 vols. New York, Longmans, Green & Co., 1913. Illus. 8°. Vol. 1, Ancient, xvi+272 p.; vol. 2, Medieval, xvi+404 p.; vol. 3, Renaissance in Italy, France, and England, xvi+359 p.
- 7. Fletcher, Bannister, and Bannister, F. A History of Architecture on the Comparative Method. New York, Charles Scribner's Sons, 1905. 12 + 738 p., illus. 8°.
- 8. Belcher, John. Essentials of Architecture, an Analysis of the Principal Qualities to be Looked for in Buildings. New York, Charles Scribner's Sons, 1907. xvii + 171 p., illus. 8°.
- 9. Paris, William Francklyn. Decorative Elements in Architecture. Random Observations on the Eternal Fitness of Things from a Decorative Point of View. New York, Dodd, Mead & Co., 1917. 152 p., illus. 8°.
- 10. Brooks, Alfred M. Architecture and the Allied Arts. Indianapolis, Bobbs-Merrill Co., 1914. 258 p., illus. 8°.
- 11. Hamlin, A. D. F. A History of Ornament. Vol. 1. New York, Century Co., 1923. xxiv, 411 p., illus. 8°.

Vol. 1, Ancient and Medieval, xxiv, 411 p.; vol. 2. Renaissance and Modern, xxxii, 521 p.; illus.

The reading course certificate, bearing the seal of the Bureau of Education and signed by the United States Commissioner of Education, will be issued to those who give satisfactory evidence of having read, carefully and intelligently, not fewer than 10 of the suggested books.

Requirements.—Each person should first secure a copy each of a reading course, enrollment blank, and letter of requirements. He should then fill the blank and return it to the United States Bureau of Education, Washington, D. C. At the time that a book is begun a notification should be sent to the bureau, and when each book is completed a summary should be sent. When all summaries are received by the bureau, a list of test questions will be forwarded to the reader to be answered.

This last requirement varies in the case of readers who take up the courses in groups with a leader.

The Bureau of Education does not furnish the books. If the books can not be secured from a local or State library, it will be necessary for readers to buy them.

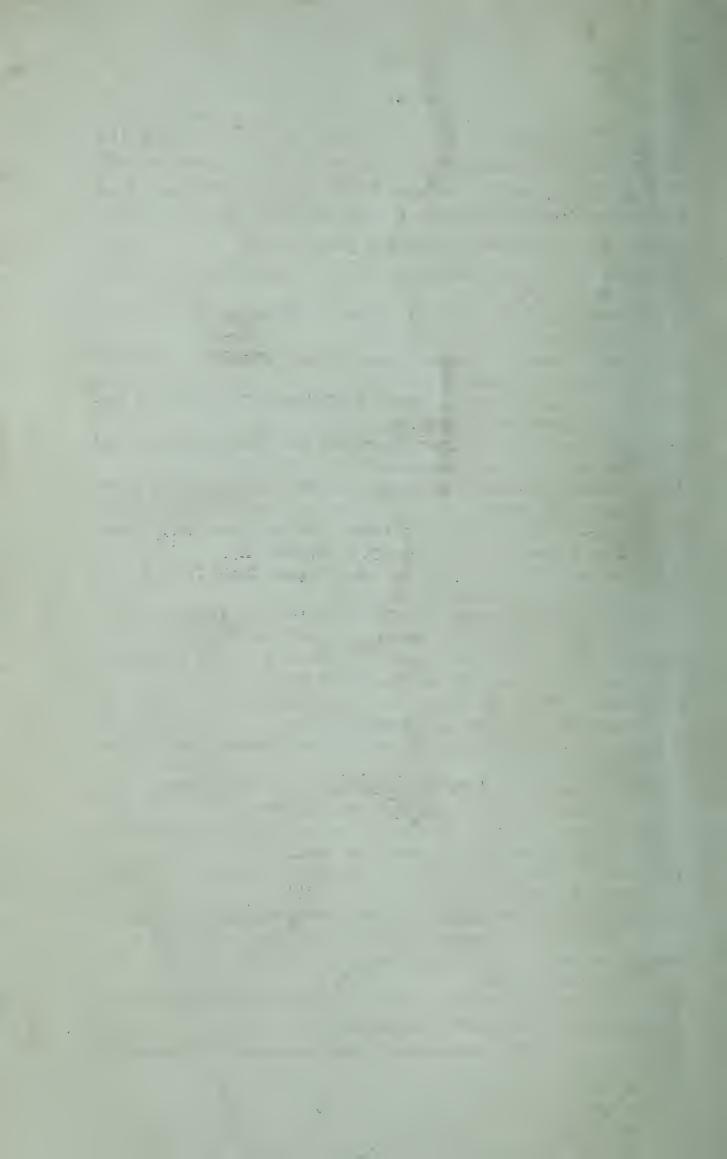
FULL LIST OF READING COURSES ISSUED BY UNITED STATES BUREAU OF EDUCATION

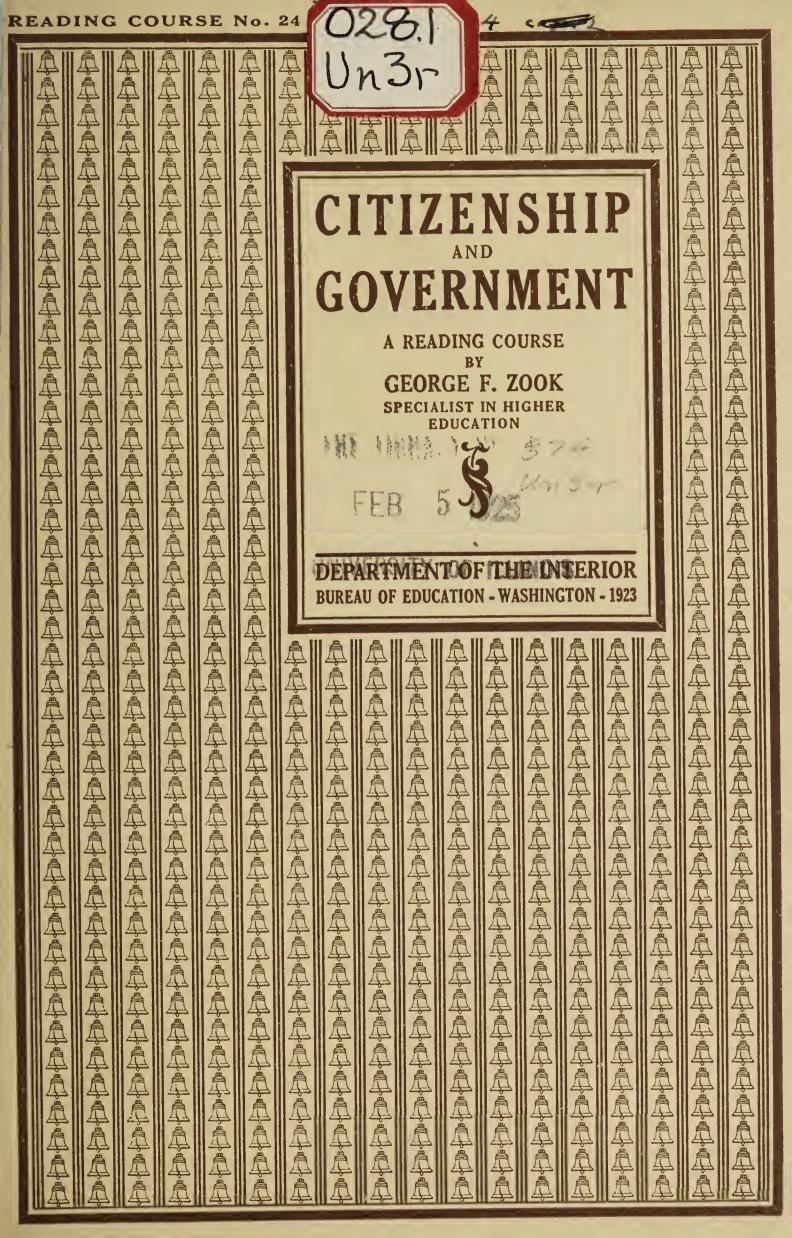
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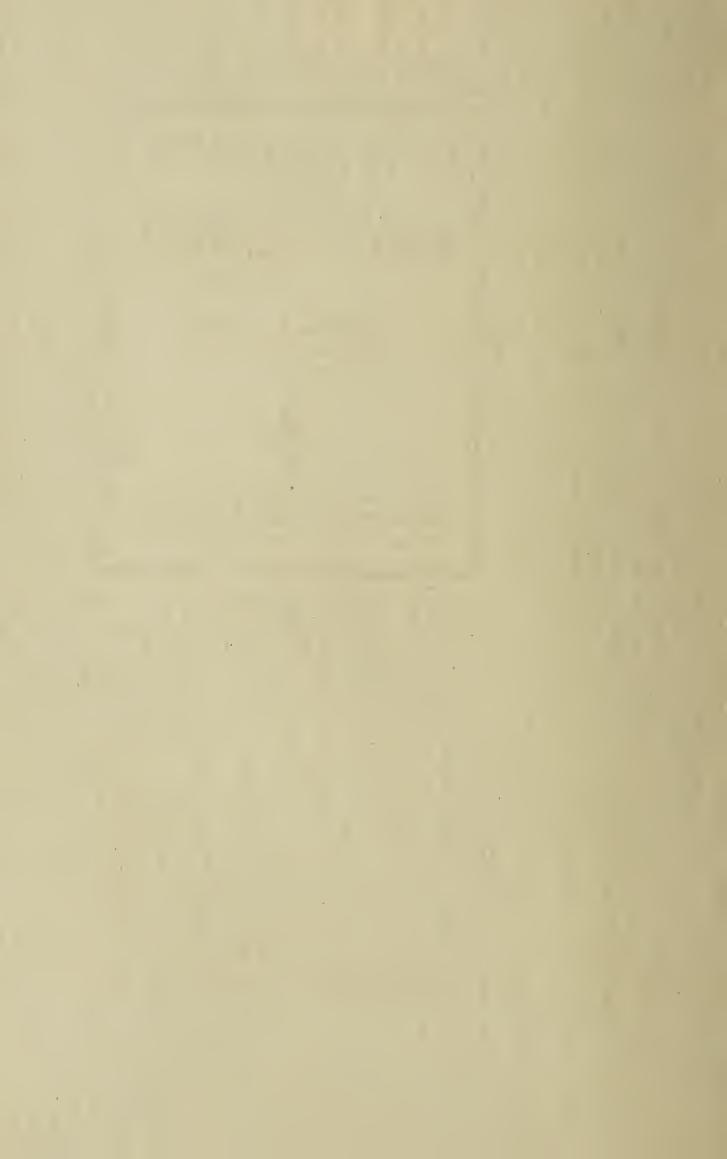
- 2. Great Literature, Ancient, Medieval, and Modern.
- 3. Miscellaneous Reading for Parents.
- 4. Miscellaneous Reading for Boys.
- 5. Miscellaneous Reading for Girls.
- 6. Thirty Books of Great Fiction.
- 7. Thirty World Heroes.
- 8. American Literature.
- 9. Thirty American Heroes.
- 10. American History.
- 11. France and Her History.
- 12. Heroes of American Democracy.
- 13. The Call of Blue Waters.
- 14. Iron and Steel.
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- 24. Citizenship and Government.
- 25. Pathways to Health.
- 26. Sixty Selected Stories for Boys and Girls.
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- 28. Kindergarten Ideals in Home and School.

If you wish to enroll in this reading course on architecture or in any other of the courses issued by the United States Bureau of Education, fill the blank application and return it to the United States Bureau of Edu-

- cation, Washington, D. C., being careful to give the name, number, and section, if any, of the course desired. If you live in any one of the following States, instead of returning the application to the Bureau of Education, send it to the address given for your State.
- Arizona.—A. O. Neal, Extension Division, University of Arizona, Tucson. Ariz.
- Arkansas.—Arthur M. Harding, Extension Division, University of Arkansas, Fayetteville, Ark.
- Colorado.—Elmore Peterson, Extension Division, University of Colorado, Boulder, Colo.
- Hawaii.—D. L. Crawford, Extension Division, University of Hawaii, Honolulu, Hawaii.
- Indiana.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.
- Iowa.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa.
- Kentucky.—Wellington Patrick, Department of University Extension, University of Kentucky, Lexington, Ky.
- Louisiana.—J. O. Pettiss, Extension Division, State Normal College, Natchitoches, La.
- North Carolina.—Chester D. Snell, Extension Division, University of North Carolina, Chapel Hill, N. C.
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- South Dakota.—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.
- Utah.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.
- Virginia.—Charles G. Maphis, Bureau of Extension, University of Virginia, University, Va.
- Washington.—F. F. Nalder, Extension Division, State College, Pullman, Wash.
- Wisconsin.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.







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# CITIZENSHIP AND GOVERNMENT.

By George F. Zook,

Specialist in Higher Education.

The United States is beyond all doubt the greatest democracy in the world. In a democracy the people govern. They do so by selecting at regular intervals representatives for executive and legislative service in national, State, and local government, and by bringing to bear upon these and other officials the force of public opinion which has been crystallized by popular discussion and the press. Citizenship in the United States therefore carries with it not only the right but the obligation to participate as far as possible in helping to solve the many complex political, economic, and social problems which constantly confront the country.

This obligation to participate directly in the government of the country has been extended to an increasing proportion of the population. The property limitations on suffrage were removed by most of the States during the early part of the nineteenth century; no limitations on suffrage may now be made "by reason of race, color, or previous condition of servitude"; only a few States even require an educational qualification; and, finally, by constitutional amendment only a few years ago women were enfranchised and placed on the same basis

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as men. In form, therefore, our Government has steadily become more and more democratic.

Whether in practice it is actually becoming more and more democratic depends entirely on education. should be more axiomatic than it is that a democratic form of government can not be successful unless the citizens have an intelligent appreciation of the problems of the Nation, the State, and locality which they are expected to help solve through their choice of officials on election day and the contribution they make toward the formation of public opinion. In a democracy, therefore, good government depends on widespread popular citizenship education. The country needs its hundreds and thousands educated as doctors or lawyers; others as engineers or farmers; still others as business men or schoolteachers; but all of America's millions of men and women alike share the same obligation for citizenship education.

Our schools and colleges appreciate more and more the great need to send out their graduates trained to participate intelligently in the Nation's affairs but, do what they may, it will always be impossible for them to anticipate all the new economic and social problems which are constantly arising. Therefore, citizenship education is a continuous process which should be carried on from childhood through old age.

It seems particularly appropriate, therefore, for the Bureau of Education to issue in this series a list of books which will help readers to appreciate more fully the background of American citizenship, the methods of participating in American citizenship, and the types of problems confronting our country.

Finally, as a result of careful study of these books, it is hoped that the reader will go forth not only with more information as to how to perform his citizenship duties more intelligently but with a renewed determination to fulfill his citizenship obligations more completely.

#### SECTION A.—HISTORICAL AND INTRODUCTORY.

- 1. Political and Social History of Modern Europe. Carlton J. Hayes. New York, Macmillan, 1913. 2 vols.
- 2. The Governments of Europe. F. A. Ogg. Rev. edition. New York, Macmillan, 1920.
- 3. A Short History of the United States. J. S. Bassett. New York, Macmillan, 1913.
- 4. A History of the Presidency. Edward A. Stanwood. Boston, Houghton Mifflin Co., 1916.

#### SECTION B.—NATIONAL, STATE AND LOCAL GOVERN-MENT.

- 5. Constitutional Government in the United States. Wood-row Wilson. New York, Lemcke, 1908.
- 6. The American Commonwealth. James Bryce. 2 vols. 4th edition. New York, Macmillan, 1919.
- 7. Introduction to American Government. Frederick A. Ogg and P. Orman Ray. New York, Century, 1922.
- 8. American Government and Politics. C. A. Beard. New York, Macmillan, 1920.
- 9. Actual Government. A. B. Hart. New York, Longmans, 1918.
- 10. Organized Democracy. F. A. Cleveland. New York, Longmans, 1913.
- 11. Popular Government. Arnold Bennett Hall. New York, Macmillan, 1921.
- 12. State Government. Walter F. Dodd. New York, Century, 1922.
- 13. Government of American Cities. W. B. Munro. 3d edition. New York, Macmillan, 1920.

# SECTION C.—POLITICAL PARTIES AND PRACTICAL POLITICS.

- 14. An Introduction to Political Parties and Practical Politics. P. O. Ray. Rev. edition. New York, Scribner, 1917.
- 15. Political Parties and Party Problems. J. A. Woodburn. Rev. edition. New York, Putnam, 1914.
- 16. Party Organization and Machinery. Jesse Macy. New York, Century, 1912.

### SECTION D.—ECONOMIC AND SOCIAL PROBLEMS.

- 17. Practical Economical Problems. Henry R. Seager. New York, Holt & Co., 1923.
- 18. Economic Problems of Democracy. Arthur Twining Hadley. New York, Macmillan.
- 19. Modern Economic Problems. Frank A. Fetter. Rev. ed. New York, Century, 1922.
- 20. Great American Issues. John Hays Hammond and Jeremiah W. Jenks. New York, Scribner, 1922.

The reading-course certificate, bearing the seal of the Bureau of Education and signed by the United States Commissioner of Education, will be issued to those who give satisfactory evidence of having read, carefully and intelligently, not fewer than 12 of the suggested books listed above. These 12 books must include 3 books from Section A, 5 books from Section B, 2 books from Section C, and 2 books from Section D.

Requirements.—Each person should first secure a copy each of a reading course, enrollment blank, and letter of requirements. He should then fill the blank and return it to the United States Bureau of Education, Washington, D. C. At the time that a book is begun a notification must be sent to the bureau, and when each book is completed a summary must be sent. When all summaries are received by the bureau a list of test questions will be forwarded to the reader to be answered. This last

requirement varies in the case of readers who take up the courses in groups with a leader.

The Bureau of Education does not furnish the books. If the books can not be secured from a local or State library it will be necessary for readers to buy them.

FULL LIST OF READING COURSES ISSUED BY UNITED STATES BUREAU OF EDUCATION.

#### Course 1. World's Great Literary Bibles.

- 2. Great Literature, Ancient, Medieval, and Modern.
- 3. Miscellaneous Reading for Parents.
- 4. Miscellaneous Reading for Boys.
- 5. Miscellaneous Reading for Girls.
- 6. Thirty Books of Great Fiction.
- 7. Thirty World Heroes.
- 8. American Literature.
- 9. Thirty American Heroes.
- 10. American History.
- 11. France and Her History.
- 12. Heroes of American Democracy.
- 13. The Call of Blue Waters.
- 14. Iron and Steel.
- 15. Shipbuilding.
- 16. Machine Shop Work.
- 17. Foreign Trade.
- 18. Reading Course on Dante.
- 19. Master Builders of To-day.
- 20. Teaching.
- 21. Twenty Good Books for Parents.
- 22. Agriculture and Country Life.
- 23. Architecture.
- 24. Citizenship and Government.
- 25. Pathways to Health.
- 26. Sixty Selected Stories for Boys and Girls.
- 27. Poetical Literature for Boys and Girls.

If you wish to enroll in any of the reading courses issued by the United States Bureau of Education, fill the blank application and return it to the United States Bureau of Education, Washington, D. C., being careful to give the name, number, and section, if any, of the

- course desired. If you live in any one of the following States, instead of returning the application to the Bureau of Education. send it to the address given for your State:
- Arizona.—A. O. Neal, Extension Division, University of Arizona, Tucson, Ariz.
- Arkansas.—Arthur M. Harding, Extension Division, University of Arkansas, Fayetteville, Ark.
- Colorado.—Elmore Peterson, Extension Division, University of Colorado, Boulder, Colo.
- Hawaii.—D. L. Crawford, Extension Division, University of Hawaii, Honolulu, Hawaii.
- Indiana.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.
- Iowa.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa.
- Kentucky.—Wellington Patrick, Department of University Extension, University of Kentucky, Lexington, Ky.
- Louisiana.—J. O. Pettiss, Extension Division, State Normal College, Natchitoches, La.
- North Carolina.—Chester D. Snell, Extension Division, University of North Carolina, Chapel Hill, N. C.
- North Dakota.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.
- Oklahoma.—Mrs. J. R. Dale, Secretary, Library Commission, Oklahoma City, Okla.
- Oregon.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Oreg.
- South Carolina.—B. L. Parkinson, Extension Department, University of South Carolina, Columbia, S. C.
- South Dakota.—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.
- Utah.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.
- Virginia.—Charles G. Maphis, Bureau of Extension, University of Virginia, University, Va.
- Washington.—F. F. Nalder, Extension Division, State College, Pullman, Wash.
- Wisconsin.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.

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## KINDERGARTEN IDEALS

IN THE

## HOME AND SCHOOL



A READING COURSE FOR PARENTS

NINA C. VANDEWALKER

Associate Specialist in Kindergarten Education

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
1924

Home Education Reading Course No. 28

had fixed seats and desks and little else. The kindergarten has movable chairs and tables, a piano, and varied kinds of play apparatus and material. The present-day first-grade rooms are equipped in much the same fashion, since this equipment is needed to carry out the new educational ideals. The course of study in the schools of the past consisted of little more than statements concerning the number of pages that the children must read and the arithmetical tables that they must memorize. The courses of study in the modern kindergarten and primary grades deal with matters of immediate interest to the children. The methods employed in the modern school differ in as great a degree.

Hence the kindergarten, in its aims, equipment, and methods, definitely illustrates, not for itself alone but for the school as a whole, the new ideals of education, and by giving these ideals concrete expression furnishes the key to changes now in progress in schools of the country. The active type of education which the kindergarten represents for the early years is now recognized as the true type for all education. In consequence, playgrounds, gymnasiums, workshops, and art studios are now considered essential to carrying out the ideals of present-day education.

Because of this increasing interest in the new type of education, which begins in the home and continues in the kindergarten and school, the Bureau of Education, in its home education section, has organized a reading course on kindergarten education. The books have been selected to meet the needs of several groups—mothers who wish a knowledge of kindergarten methods, either for their own use in the home or for securing kindergartens in their communities; teachers who wish in-

formation concerning the kindergarten itself or the application of its principles to later work; and others, both men and women, who are working for school betterment in the large sense and wish a knowledge of the problems at the foundation. As the interests of these groups are so varied, the books selected represent different phases of kindergarten work. It is hoped that the knowledge which these books give may contribute still further to the progress of the kindergarten movement, to the end that many more children may have the benefit of the opportunities it offers.

#### SECTION A

- 1. Talks to Mothers. By Lucy Wheelock. In Kindergarten Children's Hour, vol. 4. Boston, Houghton Mifflin Co., 1920.
- 2. Play Life in the First Eight Years. By Luella A. Palmer. Boston, Ginn & Co., 1916. 281 p.
- 3. Study of Child Nature. By Elizabeth Harrison. New York, Mac-millan Co., 1891. 207 p.
- 4. Home-Made Kindergarten. By Nora A. Smith. New York, Houghton Mifflin Co., 1912. 116 p.
- 5. Conduct Curriculum for the Kindergarten and First Grade. Directed by Patty Smith Hill. New York, Charles Scribner's Sons, 1923. 123 p.
- 6. Early Childhood Education. By Lalla H. Pickett and Duralde Boren. Yonkers-on-Hudson, World Book Co., 1923. 220 p.
- 7. Kindergarten in American Education. By Nina C. Vandewalker. New York, Macmillan Co., 1908. 274 p.
- 8. Kindergarten Curriculum. Committee of International Kindergarten Union. Washington, D. C., Government Printing Office, 1919. 73 p. (U. S. Bureau of Education. Bulletin, 1919, No. 16.) 10 cents.
- Kindergarten First-Grade Curriculum (A). Committee of International Kindergarten Union. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Bulletin 1922, No. 15.) 66 p. 10 cents.

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#### SECTION B

- t. Children's Occupations. By Lucy Wheelock. In Kindergarten Children's Hour, vol. 2. Boston, Houghton Mifflin Co., 1920. 342 p.
- 2. Children of the Future. By Nora A. Smith. Boston, Houghton Mifflin Co., 1892. 165 p.
- 3. Children's Rights. By Kate Douglas Wiggin. Boston, Houghton Mifflin Co., 1892. 235 p.
- 4. Beginner's Book in Religion. By Edna Dean Baker. New York, Abingdon Press, 1921. 271 p.
- 5. Letters to a Mother on the Philosophy of Froebel. By Susan E. Blow. New York, D. Appleton Co., 1899. 311 p.
- 6. Love and Law in Child Training. By Emilie Poulsson. Springfield, Milton-Bradley Co., 1899. 235 p.
- 7. Mottoes and Commentaries of Friedrich Froebel's Mother Play.

  Verse rendered into English by Henrietta P. Eliot. Prose translated by Susan E. Blow. New York, D. Appleton Co., 1895.

  316 p.
- 8. Songs and Music for Little Children. By Lucy Wheelock. In Kindergarten Children's Hour, vol. 5. Boston, Houghton Mifflin Co., 1920. 142 p.
- 9. Stories for Little Children. By Lucy Wheelock. Kindergarten Children's Hour, vol. 1. Boston, Houghton Mifflin Co., 1920.
- 10. Talks to Children. By Lucy Wheelock. In Kindergarten Children's Hour, vol. 3. Boston, Houghton Mifflin Co., 1920. 462 p.
- 11. Unseen Side of Child Life. By Elizabeth Harrison. New York, Macmillan Co., 1922. 179 p.
- 12. When Children Err. By Elizabeth Harrison. New York, Macmillan Co., 1916. 177 p.
- 13. Experimental Studies in Kindergarten Theory and Practice. By Patty S. Hill. Teachers College, Coulmbia University, New York. 1914. 70 p.
- 14. My Garden of Memory. By Kate Douglas Wiggin. Boston, Houghton Mifflin Co., 1923. 465 p.

Or

Pioneers of the Kindergarten in America. Authorized by the International Kindergarten Union. New York, Century Co., 1924. 298 p.

15. Unified Kindergarten and First Grade Teaching. By S. C. Parker and Alice Temple. University of Chicago, Chicago, Ill., 1924.

101 p.

or

Theory and Practice of the Kindergarten. By Nora Atwood. Boston, Houghton Mifflin Co., 1916. 184 p.

#### SECTION C

- 1. Child and the Kindergarten. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Circular, 1920, No. 6.) 27 p. 5 cents.
- 2. Housing and Equipment of Kindergartens. By Julia Wade Abbot. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Bulletin, 1921, No. 13.) 27 p. 10 cents.
- 3. How the Kindergarten Makes Americans. By Earl Barnes. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Circular, 1923, No. 9.) 6 p. 5 cents.
- 4. How the Kindergarten Prepares Children for Primary Work. By Mary G. Waite. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Kindergarten Circular, 1924, No. 15.) 6 p. 5 cents.
- 5. Kindergarten and Health. By Arnold L. Gesell and Julia Wade Abbot. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Health Education Circular, 1923, No. 14.) 37 p. 5 cents.
- 6. Kindergartens Past and Present. By Julia Wade Abbot. Washington, D. C., Government Printing Office. (U. S. Bureau of Education, Kindergarten Circular, 1923, No. 11.) 5 p. 5 cents.
- 7. Prefirst-Grade Training. By Wm. T. Root. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Kindergarten Circular, 1923, No. 13.) 5 p. 5 cents.
- 8. Principles of Kindergarten-Primary Education in the Consolidated Rural School. By Katherine M. Cook. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Rural School Leaflet, 1923, No. 18.) 9 p. 5 cents.
- 9. Some Experiments in Preschool Education. By Nina C. Vandewalker. Washington, D. C., Government Printing Office. (U.S. Bureau of Education. Kindergarten Circular, 1923, No. 10.) 4 p. 5 cents.

o. Training Little Children. Articles furnished by National Kindergarten Association. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Bulletin, 1919, No. 39.)
94 p. 15 cents.

#### FOR REFERENCE

References on Preschool and Kindergarten-Primary Education. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Kindergarten Circular, 1923, No. 10.) 11 p. 5 cents.

Statistics of Kindergartens. Washington, D. C., Government Printing Office. 1921-22. (U. S. Bureau of Education. Bulletin, 1923, No. 58.) 7 p. 5 cents.

#### INSTRUCTIONS

Anyone who reads 10 of the books listed and 5 of the bulletins in Section C according to requirements will be entitled to the certificate issued by the Bureau of Education. The 10 books must include all books listed in Section A and 2 books chosen by the reader from Section B. This certificate bears the seal of the bureau and the signature of the Commissioner of Education.

Before beginning to read, the reader should write to the United States Bureau of Education, Home Education Section, Washington, D. C., asking for the list of books, requirements, and an enrollment blank. Fill the blank when received and return it to the Bureau of Education. At the time that a book is begun, notification should be sent to the bureau, and when each book is completed a summary should be sent.

When all summaries are received by the bureau a list of questions will be forwarded to the reader to be answered. This last requirement varies in the case of readers who take up the courses in groups with a leader.

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- Hawaii.—D. L. Crawford, Extension Division, University of Hawaii, Honolulu, Hawaii.
- Indiana.—Walton S. Bittner, Extension Division, University of Indiana, Bloomington, Ind.
- Iowa.—Edward H. Lauer, Extension Division, University of Iowa, Iowa City, Iowa.
- Kentucky.—Department of University Extension, University of Kentucky, Lexington, Ky.
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- North Dakota.—Albert H. Yoder, Extension Division, University of North Dakota, Grand Forks, N. Dak.
- Oklahoma.—Mrs. J. R. Dale, Secretary, State Library Commission, Oklahoma City, Okla.
- Oregon.—Dan E. Clark, Extension Division, University of Oregon, Eugene, Oreg.
- South Carolina.—B. L. Parkinson, Extension Department, University of South Carolina, Columbia, S. C.
- South Dakota.—John C. Tjaden, Extension Division, University of South Dakota, Vermilion, S. Dak.
- Utah.—F. W. Reynolds, Extension Division, University of Utah, Salt Lake City, Utah.
- Virginia.—Charles G. Maphis, Bureau of Extension, University of Virginia, University, Va.
- Washington.—F. F. Nalder, Extension Division, State College, Pullman, Wash.
- Wisconsin.—Louis E. Reber, University Extension Division, University of Wisconsin, Madison, Wis.

## LIST OF READING COURSES ISSUED BY UNITED STATES BUREAU OF EDUCATION

- 1. World's Great Literary Bibles.
- 2. Great Literature, Ancient, Medieval, and Modern.
- 3. Miscellaneous Reading for Parents.
- 4. Miscellaneous Reading for Boys.
- 5. Miscellaneous Reading for Girls.
- 6. Thirty Books of Great Fiction.
- 7. Thirty World Heroes.
- 8. American Literature.
- 9. Thirty American Heroes.

- 10. American History.
- 11. France and Her History.
- 12. Heroes of American Democracy.
- 13. The Call of Blue Waters.
- 14. Iron and Steel.
- 15. Shipbuilding.
- 16. Machine Shop Work.
- 17. Foreign Trade.
- 18. Reading Course on Dante.
- 19. Master Builders of To-day.
- 20. Teaching.
- 21. Twenty Good Books for Parents.
- 22. Agriculture and Country Life.
- 23. How to Know Arheitecture.
- 24. Citizenship and Government.
- 25. Pathways to Health.
- 26. Sixty Selected Stories for Boys and Girls.
- 27. Poetical Literature for Boys and Girls.
- 28. Kindergarten Ideals in the Home and School.





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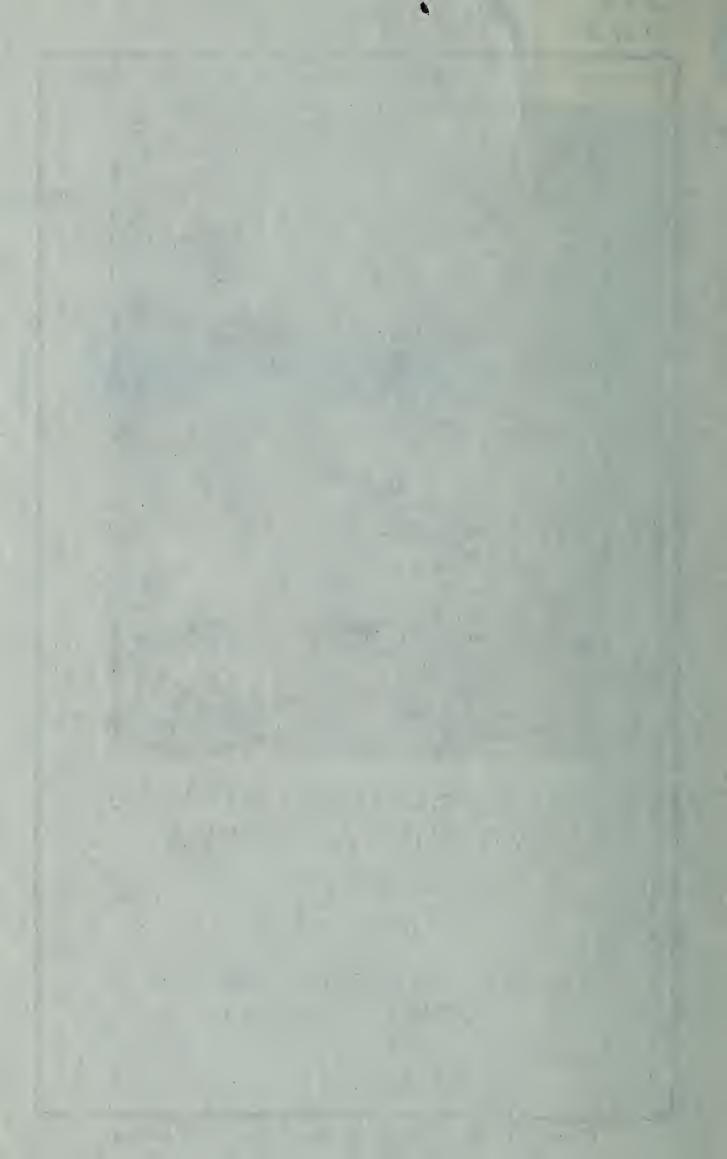
## SIXTY SELECTED STORIES FOR BOYS AND GIRLS

By FLORENCE C. FOX

SPECIALIST IN EDUCATIONAL SYSTEMS U. S. BUREAU OF EDUCATION

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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON
1925



## SIXTY SELECTED STORIES FOR BOYS AND GIRLS<sup>1</sup>

READING COURSE No. 26

## THE JOY OF READING

"Everywhere have I sought peace," says Thomas à Kempis, "and have found it nowhere, save in a corner with a book." These words, spoken in the thirteenth century, express to-day the ultimate purpose of these courses in reading.

The books listed here are largely fiction, yet they cover to a certain extent the fields of science, civics, history, and ethics. Many of them are chosen because they lie outside the usual lists offered for children's reading; but all have been tested by many readers, old and young, and bear the stamp of their approval. In these books the boys and girls in elementary schools may find their problems discussed. They may gain a new and interesting point of view of times and peoples past and present and they may be led to understand more clearly their social relationships and their ethical responsibilities. But, however lasting these impressions may become through this present reading, they will have formed as well for later years a reading habit and will testify, as did the philosopher of old, to the peace and joy which come to one who finds a quiet corner and a book.

<sup>&</sup>lt;sup>1</sup> Picture on cover by courtesy of the Children's Book Week Committee, New York City.

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There are two parts to Reading Course No. 26. The books in this course are intended for the home reading of the boys and girls in the first six grades of school. A certificate bearing the seal of the United States Bureau of Education will be issued to anyone who completes 15 books in either Part I or Part II of this course within one year of the date of enrollment, according to requirements.

Notify the Bureau of Education when each book is begun. Stories for children of the first and second grades are to be read to the children at first, and the children's observations and pleasure should be noted. As soon as the children can read the books for themselves they should do so. The children's observations should be reported to the bureau after the completion of each book, and when all these reports are submitted the bureau will send a few general questions to be answered by the children.

Children who read the books for themselves should notify the Bureau of Education when each book is begun, and when it is finished send a brief statement of the essential features of the story.

#### PART I

- 1. Around the World. Book 1 or 2. Edited by Clarence F. Carroll. Silver, Burdett & Co., Boston.
- 2. The Cave Twins. By Lucy Fitch Perkins. Houghton Mifflin Co., Boston.

This book tells of the adventures of Firetop and Firefly, who lived in England in the stone age.

3. Hiawatha Primer. By Florence Holbrook. Houghton Mifflin Co., Boston.

The story of Hiawatha in prose and verse.

4. Mary Ann's Little Indian and Other True Stories. By Frances Margaret Fox. Flanagan, Chicago.

True stories of little pioneer boys and girls.

5. Memoirs of a London Doll. By Mrs. Fairstar. Macmillan, New York.

How a little doll was made and where she lived.

6. Lazy Matilda and Other Tales. By Katherine Pyle. Dutton, New York.

Tells about Lazy Matilda, the Witch and the Truant Boys, about Daddy Crane, Envious Eliza, The Nixie, Mischievous Jane, and about other interesting people.

7. The Little Mother Goose. Illustrated by Jessie Wilcox Smith. Dodd, Mead & Co., New York.

Tells of the 20 verses liked the best.

8. Pinocchio; the Adventures of a Marionette. By Carol Collodi. Dutton, New York.

A favorite humor story about a marionette who became a real boy.

- 9. The Story of Peter Pan. Macmillan, New York.
- 10. Stories to Tell the Little Ones. By Sarah Cone Bryant. Houghton Mifflin Co., Boston.

A collection of stories, finger plays, and songs that are most popular with little children.

11. Toby Tyler or Ten Weeks With a Circus. By James Otis. Harper, New York.

Toby Tyler, 10 years old, runs away to a circus. The story is full of humorous situations.

- 12. Fanciful Tales. By Frank R. Stockton. Scribner, New York.

  Modern fairy tales.
- 13. Here and Now Story Book. Two to Seven-Year Olds. By Lucy S. Mitchell. Dutton, New York. Illustrated.

Experimental stories written for the children of the city and country schools (formerly the play school) and the nursery school of the Bureau of Educational Experiments.

- 14. Peter Rabbit Series. By Beatrix Potter. Warne, New York.

  This series includes Benjamin Bunny; The Tailor of Gloucester; Two Bad Mice; Squirrel Nutkin; Mrs. Tiggy Winkle; Tain Kitten, and others.
- 15. The Wonder Clock. By Howard Pyle. Harper, New York.

  "I put on my dream cap and stepped into Wonderland."

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16. Heroes of Everyday Life. By Fanny E. Coe. Ginn, New York.

"In the mine or city trench, at the telegraph wire, fully as often as upon the battlefield, comes the sudden test that tries a man's soul and marks him hero or brands him coward to his dying day."

17. The Hoosier Schoolboy. By Edward Eggleston. Scribner, New York.

Boys' adventures in school and out.

- 18. Longfellow's the Song of Hiawatha. Introduction and Notes by Edward Everett Hale, jr. Newson, New York.
- 19. Robin Hood and His Merry Outlaws. By J. Walker Mc-Spadden. Crowell, New York.

These stories are woven into a continuous epic of the famous outlaw's career from boyhood to the grave.

20. Washington, the Young Leader. By George William Gerwig. Scribner, New York.

This is the story of the real life of the out-of-doors, of training in woodcraft, of strength and vigor, of courage and endurance, of service and sacrifice for others, of that practice and precept, of George Washington.

21. A Wonder Book and Tanglewood Tales, for Boys and Girls.

By Nathaniel Hawthorne. With Pictures by Maxfield

Parrish. Duffield, New York.

"No epoch of time can claim a copyright in these immortal fables. They seem never to have been made; and certainly, so long as man exists, they can never perish."

22. Alice's Adventures in Wonderland, and Through the Looking Glass, and What Alice Found There. By Lewis Carroll. Macmillan, New York.

Alice is the perpetual friend of childhood and of those who keep the spirit of childhood.

23. The Bird's Christmas Carol. By Kate Douglas Wiggin. Houghton Mifflin Co., Boston.

The story of a little girl who brought joy into the world.

24. The Golden Staircase. By Louey Chisholm. Putnam, New York.

Twenty poems liked the best.

277

- 25. Uncle Remus Stories. By Joel Chandler Harris. Public School Publishing Co., Bloomington, Ill.
- 26. Juan and Juanita. By Frances C. Baylor. Houghton Mifflin Co., Boston.

The adventures of two Mexican children, who were carried away by Indians, and how they escaped and found their way home.

27. The Jungle Book. By Rudyard Kipling. Doubleday, Page & Co., New York.

The famous animal stories which tell about Mowgli, a man child, who was adopted by a wolf family and grew up with the wild beasts.

28. Just So Stories. By Rudyard Kipling. Doubleday, Page & Co., New York.

"These 'O Best Beloved,' are some of the Just So Stories from the High and Far Off Times when everybody started fair."

- 29. Nature's Craftsmen. By Inez N. McFee. Crowell, New York.

  An effort to make us human folks acquainted with some of Nature's toilers—the builders, engineers, mechanics, and professionals—who do things quite as wonderful in their own way as the best that man can produce.
- 30. The Star People. By Gaylord Johnson. Macmillan, New York.

"Uncle Henry and the Society of Star Gazers" have made a book that uncles and aunts and parents and children will find great fun.

31. The Strange Adventures of a Pebble. By Hallam Hawksworth. Author of "The Adventures of a Grain of Dust." Scribner, New York.

The purpose is to present the chief features in the strange story of the pebbles; and so of the larger pebble we call the earth.

#### PART II

1. Boone of the Wilderness. By Daniel Henderson. Dutton, New York.

A tale of pioneer adventure and achievement in "The Dark and Bloody Ground." This book has for its hero Daniel Boone, the most adventurous character in America's early border history.

2. A Book of Escapes and Hurried Journeys. By John Buchan. Houghton Mifflin Co., New York.

"Each flight, or escape, or hurried journey, or mad, brave, reckless venture, is strictly true and taken from history."

3. Boy Scouts' Life of Lincoln. By Ida M. Tarbell. Macmillan, New York.

The Boy Scouts call this a bully yarn. It was written for them and for every boy and every girl who loves to read about the life of Abraham Lincoln.

4. Gulliver's Travels. By Jonathan Swift. With colored illustrations by Arthur Rackham. Dutton, New York.

Voyages to mythical countries where giants and pygmies dwell.

5. Jungle Roads and Other Trails. By Daniel Henderson. Dutton, New York.

A life of the Roosevelt whom American boys admire, the hunter, explorer, naturalist, as well as President, young at heart, resourceful, fair and square in work and play.

6. Men of Iron. By Howard Pyle. Harper, New York.

Myles Falworth, the hero of this story of fourteenth century chivalry in England, is the son of a great lord of fallen fortune. He early learns the duties of knighthood and restores his father's estates.

7. A Perfect Tribute. By M. R. S. Andrews. Scribner, New York.

A touching incident in the life of Abraham Lincoln.

8. Some Forgotten Heroes and Their Place in American History. By E. Alexander Powell. Scribner, New York.

A tribute to some men who have been forgotten. Though they won for us more than half the territory within our present borders, they lie for the most part in obscure and neglected graves, some of them under alien skies, their amazing exploits all too often unperpetuated in bronze or stone. Although their names hold small significance for their countrymen of the present generation, yet they played great parts in our national drama.

9. The Story of Christopher Columbus. By Charles W. Moores. Houghton Mifflin Co., New York.

The Italian dreamer whom the heavenly vision led into a new world remains one of the greatest of men because of the greatness of his faith.

10. The Boy Scouts of Birch Bark Island. By Rupert S. Holland. Lippincott, Philadelphia.

A highly interesting story of a Boy Scout's summer camp.

11. Captains Courageous. By Rudyard Kipling. Doubleday, Page & Co., New York.

The story of a rich man's son who fell overboard from an ocean steamer and was picked up by a fishing dory off the Grand Banks; and how the sturdy fishermen made a man of him.

12. Community Hygiene. By Woods Hutchinson. Houghton Mifflin Co., New York.

When children make up their minds that a certain line of hygienic conduct is right and proper, the community is bound to be influenced in that direction.

13. The Dark Frigate. By Charles B. Hawes. Atlantic Monthly Press, Boston.

A story of English pirates of the seventeenth century, plying their trade chiefly in the Caribbean.

14. A Dutch Boy Fifty Years After. By Edward Bok. Scribner, New York.

Adapted from the Americanization of Edward Bok. Tells the story of a Dutch boy in the American school; his earnest efforts to help his parents; his personal contact with the great men of his boyhood; his journalistic and literary experiences; his widespread influence as editor; and a vision of what he still hopes to accomplish for the land of his adoption.

15. Theodore Roosevelt's Letters to His Children. Edited by Joseph B. Bishop. Scribner, New York.

The unconscious portraiture of a great father's devotion to his children.

16. Up From Slavery. By Booker T. Washington. Doubleday, Page & Co., New York.

"I have tried," says the author, "to tell a simple, straightforward story."

17. Won for the Fleet; a Story of Annapolis. By Lieutenant-Commander Fitzhugh Green, U. S. N. Illustrated by John D. Whiting. Dutton, New York.

A tale of adventure, true to the midshipman's life, by one who has lived it and loved it.

18. Black Beauty. By Anna Sewall. Dutton, New York.

The life of a horse as told by himself.

19. The Boys' Own Book of Great Inventions. By Floyd L. Darrow. Macmillan, New York.

> Applies the principles involved in great inventions to simple apparatus which the boy can construct for himself.

20. Boy Scouts in Glacier Park. By Walter P. Eaton. Boston.

A sick boy's recovery in a Boy Scout's Rocky Mountain camp.

21. Far Away and Long Ago. By W. H. Hudson. Dutton, New York.

> Childhood and youth spent in the wide spaces of South America.

22. Kari, the Elephant. By Dhan Gopal Mukerji. Illustrated by J. E. Allen. Dutton, New York.

> The story of the elephant Kari and his growth and adventures from the time that he was six months old.

23. Lad, a Dog. By Albert P. Terhune. Dutton, New York. The story of the life and death of "Sunnybank Lad," the author's famous collie, so well known for his intelligence, courage, and devotion.

24. Wild Animals at Home. By Ernest Thompson Seton. Doubleday, Page & Co., New York.

The open sesame to the home life of wild things.

- 25. Adventures of Tom Sawyer. By Mark Twain. Harper, New York.
- 26. Stories of Ulysses. By Agnes Cook. D. Appleton, New York.
- 27. The Secret of the Clan. By Alice Brown. Macmillan, New York.
- 28. The Life of Abraham Lincoln, for Boys and Girls. By Charles W. Moores. Houghton Mifflin Co., Boston.
- 29. Treasure Island. By Robert Louis Stevenson. Scribner, New York.

The Bureau of Education does not furnish the books. books can not be secured from a local or State library it will be necessary for readers to buy them.

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- 3. Miscellaneous Reading for Par-
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- 5. Miscellaneous Reading for Girls.
- 6. Thirty Books of Great Fiction.
- 7. Thirty World Heroes.
- 8. American Literature.
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- 11. France and Her History.
- 12. Heroes of American Democracy.
- 13. The Call of Blue Waters.
- 14. Iron and Steel.
- 15. Shipbuilding.
- 16. Machine Shop Work.
- 17. Foreign Trade.
- 18. Reading Course on Dante.
- 19. Master Builders of To-day.
- 20. Teaching.
- 21. Twenty Good Books for Parents.

- 22. Agriculture and Country Life.
- 23. Architecture.
- 24. Citizenship and Government.
- 25. Health.
- 26. Sixty Selected Stories for Boys and Girls.
- 27. Poetical Literature for Boys and Girls.
- 28. Kindergarten Ideals in Home and School.
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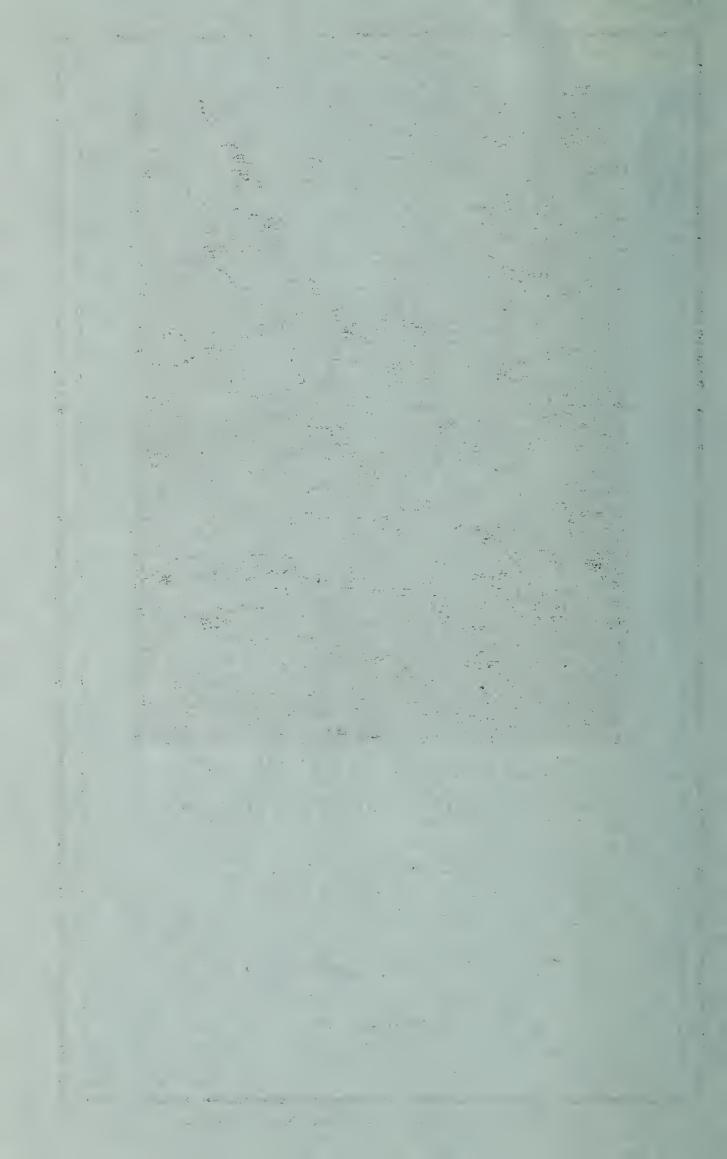
# POETICAL LITERATURE FOR BOYS AND GIRLS

By FLORENCE C. FOX

SPECIALIST IN EDUCATIONAL SYSTEMS U.S. BUREAU OF EDUCATION

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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON
1924



# POETICAL LITERATURE FOR BOYS AND GIRLS IN THE FIRST SIX GRADES.

#### FOREWORD.1

SECTION I (FOR GRADES 1 AND 2).

The value of the poem as material for a reading course for little children lies in its appeal to the child's æsthetic nature. It should be treated, therefore, as a work of art and should be presented to the child in the most artistic manner possible. The rhythm, the music of the words, and the swing of the measure should be left to make their own impression on the receptive mind of the child without thought of analysis or discussion.

These poems should be read to the children in the manner suggested, and the reader should assume the responsibility for the child's report if he becomes an applicant for a certificate. Skillful questions are necessary on the part of the reader to draw out from the child his impressions of the poem, as to why he "likes it," and what part he "likes best."

SECTION II (FOR GRADES 3 AND 4) AND SECTION III (FOR GRADES 5 AND 6).

Story telling poems for the children of the middle grades hold a twofold interest. The children are conscious of their artistic appeal and are also absorbed in the movement of the story through the poem.

<sup>&</sup>lt;sup>1</sup> Picture on cover by courtesy of the Children's Book Week Committee of New York City.

In the child's written report on these poems he should be led to reproduce the story in his own words and also to state his appreciation of the poem as a series of beautiful word pictures. One or two lines from the poem should be quoted as examples of the word pictures which he likes especially, and, if possible, he should state why he likes one of these more than another.

Those children in Grades 3 and 4 who can not make a written report should take Section I until they are prepared to meet the requirements of Sections II and III. All of the poems in Section I are required. Readers may choose 15 poems from each of Sections II and III for a course. Those who comply with the above requirements satisfactorily will receive a certificate bearing the seal of the United States Bureau of Education and signed by the Commissioner of Education.

Readers should secure from the Bureau of Education the enrollment blank, fill it in and return it to the bureau before beginning to read. Credit will not be given for reading done previous to enrollment. The bureau does not furnish the books. They may be borrowed from local or State libraries, or from library commissions, or they may be purchased from book dealers. Be sure to place name and address on all papers. Write to the Bureau of Education frequently regarding progress. Readers are required to complete each section of this course within one year of the date of enrollment.

### SECTION I (GRADES 1 AND 2).

1. The Shepherd.

A Cradle Song.

Piping Down the Valleys Wild.

Poems by William Blake. Macmillan, New York.

2. Christmas Morning.

Christmas Eve.

Poems by Eugene Field. Scribner, New York.

3. I Keep Six Honest Serving Men.

The Camel's Hump is an Ugly Lump.

Pussy and Blinkie.

Just-So-Stories, by Rudyard Kipling. Doubleday, Page & Co., New York.

4. The Owl and the Pussy-cat.

A. Apple-pie.

The Jumbles.

Complete Nonsense Book, by Edward Lear. Duffield, New York.

5. In Christmas Time.

Among the Leaves.

The Dandelion.

Cloud Shadows.

In the Hay Mow.

October.

Childhood Poems, by Katherine Pyle. Dutton, New York.

6. The Cold Days of the Year.

A Pocket Handkerchief.

Who Has Seen the Wind?

Poems for Children, by Christina Rossetti. Little, Brown & Co., Boston.

7. The Nine Little Goblins.

Extremes.

Raggedy Man.

Poems by James Whitcomb Riley. Bobbs-Merrill, Indianapolis, Ind.

8. The Wind.

Whole Duty of Children.

The Friendly Cow.

The Swing.

Singing.

My Shadow.

Rain.

Windy Nights.

Time to Rise.

Bed in Summer.

Child's Garden of Verses, by R. L. Stevenson. Crowell, New York.

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9. Daisies.

In the Meadow.

Complete Poetical Works, by Frank Demster Sherman. Houghton Mifflin Co., Boston.

10. What does Little Birdie Say?

Winter or Song of the Wrens.

Sweet and Low.

Complete Poetical Works, by Alfred Tennyson. Crowell, New York.

SECTION II (GRADES 3 AND 4).

1. Robin Redbreast.

Ballad Book, by William Allingham. Macmillan, New York.

2. Night.

Nurse's Song.

A Laughing Song.

Poems by William Blake. Macmillan, New York.

3. The Pied Piper.

Complete Poetical and Dramatic Works, by Robert Browning. Houghton Mifflin Co., Boston.

4. Robert of Lincoln.

The Yellow Violet.

Poetical Works, by William Cullen Bryant. D. Appleton, New York.

5. Who Stole the Bird's Nest?

Thanksgiving Day.

Found in Whittier's Child Life, by Lydia Maria Child. Houghton Mifflin Co., Boston.

6. Bob White.

Autumn Leaves.

Found in Famous Poems, by George Cooper. Putnam, New York.

7. The Crow's Children.

Poems, by Alice and Phoebe Cary. Crowell, New York.

8. Star of the East.

Buttercup.

Poppy.

Forget-me-not.

The Gingham Dog and the

Calico Cat.

Poems, complete ed., by Eugene Field. Scribner, New York

Moose Lullaby.

Old Hen and her Chicks.

The Sugar Plum Tree.

Wynken, Blynken, and Nod.

Over the Hills and Far Away.

9. The Plowman.

Favorite Poems, by Oliver Wendell Holmes. Houghton Mifflin, Co. Boston.

10. Buttercups and Daisies.

Birds in Summer.

Poems, by Mary Howitt. Warne, New York.

11. Seven Times One.

Poems by Jean Ingelow. Little, Brown & Co., Boston.

12. Grace and her Friends.

The Brown Thrush.

Plant a Tree.

Poetical Works, by Lucy Larcom. Houghton Mifflin Co., Boston.

13. Hiawatha's Childhood.

Poetical Works, by Henry W. Longfellow. Houghton Mifflin Co., Boston.

14. A Visit from St. Nicholas.

Night Before Christmas, by C. C. Moore. Dutton, New York.

15. April.

May.

Childhood Poems, by Katherine Pyle. Dutton, New York.

16. A Green Corn Field.

A Year's Windfalls.

Lines to my Grandfather.

A Valentine to Mother.

Poems for Children, by Christina Rosetti. Little, Brown & Co., Boston.

17. No Boy Knows When he Wants to Sleep.

The Pixy People.

The Brook Song.

The South Wind and the Sun.

Poems, by James Whitcomb Riley. Bobbs-Merrill, Indianapolis, Ind.

18. From a Railway Carriage.

The Unseen Playmate.

Child's Garden of Verses, by Robert Louis Stevenson. Crowell, New York.

19. Milking.

Poems by Celia Thaxter. Houghton Mifflin Co., Boston.

20. Farmer John.

Complete Poetical Works, by John Townsend Trowbridge. Houghton Mifflin Co., Boston.

21. How Doth the Little Busy Bee.

I Live for Those Who Love Me.

Childhood Songs of Long Ago, by Isaac Watts. Platt & Peck, New York.

22. Barefoot Boy.

In Schooldays.

Complete Works, by John Greenleaf Whittier. Houghton Mifflin Co., Boston.

23. Lucy Gray.

To a Butterfly.

After the Rain.

Complete Poetical Works, by William Wordsworth.

Macmillan, New York.

SECTION III (GRADES 5 AND 6).

1. Nature's Hired Man.

A Receipt for Happiness.

Songs of Cheer, by John Kendricks Bangs. Samuel French, New York.

2. Muckle Mouth Meg.

The Year's at the Spring.

How they Brought the Good News from Ghent to Aix.

Complete Poetical and Dramatic Works, by Robert Browning. Houghton Mifflin Co., Boston.

3. Romance of the Swan's Nest.

He Giveth his Beloved Sleep.

Poetical Works, by Elizabeth Barrett Browning. Crowell, New York.

4. The Planting of the Apple Tree.

To the Fringed Gentian.

Song of Marion's Men.

The Gladness of Nature.

The Death of the Flowers.

Poetical Works, by William Cullen Bryant. Appleton, New York.

5. To a Mountain Daisy.

A Man's a Man for a' That.

To a Mouse.

Complete Poems and Songs, by Robert Burns. Scribner, New York.

6. The Leak in the Dyke.

An Order for a Picture.

Nobility.

Poems, by Phoebe and Alice Cary. Crowell, New York.

7. Father's Letter.

My Playmates.

Poems, Complete Edition, by Eugene Field. Scribner, New York.

S. The Voice of Spring.

The Landing of the Pilgrims.

The Graves of a Household.

Poetical Works, by Felicia Hemans. Warne, New York.

9. Cornfields.

The Spider and the Fly.

Poems, by Mary Howitt. Warne, New York.

10. Down to Sleep.

A Song of Clover.

Complete Poems, by Helen Hunt Jackson. Little, Brown & Co., Boston.

11. Rolicking Robin.

A Strip of Blue.

Poetical Works, by Lucy Larcom. Houghton Mifflin Co., Boston.

12. Song of the Chattahoochie.

Poems, by Sidney Lanier. Scribner, New York.

13. The Builders.

The Arrow and the Song.

Paul Revere's Ride.

Psalm of Life.

Poetical Works, by Henry W. Longfellow. Houghton Mifflin Co., Boston.

14. To the Dandelion.

The First Snow-Fall.

Complete Poetical Works, by James Russell Lowell. Houghton Mifflin Co., Boston.

15. Out to Old Aunt Mary's. The Days Gone By.

The Rambo-Tree. On the Sunny Side.

A Sudden Shower. The Old Hay Mow.

Poems, by James Whitcomb Riley. Bobbs-Merrill, Indianapolis, Ind.

16. Under the Greenwood Tree.

Poems and Sonnets, by William Shakespeare. Crowell, New York.

17. Daybreak.

To a Skylark.

Poetical Works, by Percy Bysshe Shelley. Dutton, New York.

18. The Sandpiper.

Poems, by Celia Thaxter. Houghton Mifflin Co., Boston.

19. Midwinter.

Farmyard Song.

Evening at the Farm.

Farmer John.

Complete Poetical Works, by J. T. Trowbridge. Houghton Mifflin Co., Boston.

20. Bugle Song.

The Thistle.

Complete Poetical Works, by Alfred Tennyson. Crowell, New York.

21. The Huskers.

The Corn Song.

Complete Works, by John Greenleaf Whittier. Houghton Mifflin Co., Boston.

22. To the Daisy.

The Daffodils.

Complete Poetical Works, by William Wordsworth.

Macmillan, New York.

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### THE PRESCHOOL CHILD

(Revised 1931)

A SHORT READING COURSE FOR PARENTS OF CHIL-DREN OF PRESCHOOL AGE AND FOR PRESCHOOL STUDY CIRCLES

"Respect the child. Be not too much his parent. Trespass not on his solitude."—Emerson.

"A few years ago social workers and physicians called attention to the relative neglect from which the preschool child was suffering. Of late the situation has changed a great deal, and never before were parents or uncles or grandmothers so eager to secure information regarding the care of the preschool child. This is, of course, a good omen. It means that if this neglect is reduced it must be done largely through improvements in the home standards of child care. There is no reason whatever to assume that infant-welfare stations, child-health centers, weighing and measuring days, periodic health examinations, nursery schools, and kindergartens will reduce the responsibility and interest of parents. Quite the contrary.

"Perhaps one word of warning is appropriate to mothers who attempt 'to read up' too seriously regarding methods of child training. All literature in this field must be taken with a grain of the salt of common sense. The details of the suggestions are not always infallible in application. The main thing to look for in child-health and child-training literature is sound general principles.

Details of application can then be left to common-sense judgment. The book which is most worth while is the one which gives the parent the right point of view, the right attitude. For example, if the mother is convinced that obstinacy is a symptom rather than a vice, she is quite likely to arrive at the right method of treatment in any particular case. All her reading should be supplemented by her own thinking."—Gesell.

Suggestions to readers.—Answer the questions; look up references; compare views of one author with those of another and with your own experiences and opinions on the subject; discuss the important points with friends and neighbors; keep a special notebook in which to jot down problems as they arise.

## Lucas, William Palmer. The Health of the Runabout Child. New York, Macmillan Co. 1923. 229 p.

From the time that the baby ceases to creep and begins to stand on his feet until he is 6 years old is designated the runabout period. In addition to a short chapter on heredity, the author charts in simple form as a guide to parents the evidences of normal growth and development for an average child. Since growth depends upon nutrition, Doctor Lucas has included a balanced-diet list, together with a helpful discussion of nutrition, diet, and malnutrition.

### QUESTIONS AND SUGGESTIONS

- 1. What can home, society, and government do to safeguard the character and health of the child? Discuss each separately.
- 2. Trace the evidences of growth of an average normal child. Compare this with your knowledge of the growth of your child.
- 3. Compare the manifestations of the child's mental development as to curiosity, memory, imitation, and self-assertion at 2, 4, and 6 years of age.
- 4. Discuss the following needs of the runabout child: (a) The roof over his head; (b) sunshine; (c) baths; (d) sleep; (e) attention to his teeth.
- 5. What means would you use to stimulate your child's interest in health habits? How do these compare with the means suggested in the book?

- 6. In the development of the preschool child of what aid, according to the author's opinion, are the public health nurse, the day nurseries, and the habit clinics?
- 7. To what does the author attribute one-half of the prevailing diseases of the first year of a baby's life?
- 8. How may we lessen the danger of infection of the preschool child?
- 9. Name some of the common physical defects of this period and suggest a cure in each case.
  - 10. What is meant by a well-balanced diet?
  - 11. What are the manifestations of malnutrition?
- 12. What is gained by a proper play relationship between parent and child during the preschool period?
- 13. What three fundamental habits should be acquired during the preschool period and how do these make for happiness?
- 14. How may the parent utilize the following instincts in early childhood to educate the child: (a) Ownership; (b) fighting; (c) imitation?

### SEHAM, MAX, and SEHAM, GRETE. The Tired Child. Philadelphia, Lippincott Co. 1926. 342 p.

"That tired feeling" is no longer to be disregarded in our childern. After reading Max and Grete Seham's "The Tired Child" we know it to be a distress signal, in some of its manifestations a veritable S O S, which must not be disregarded. To recognize in one's child first symptoms of fatigue is quite as important to the parent as to understand the clinical thermometer. Chronic fatigue is no longer considered beneath the doctor's notice. Our children, then, should not only be allowed to rest when tired, but they should be surrounded with all conditions which make rest possible. If the fatigue should persist beyond our reasonable expectation, they should certainly be given first-aid treatment while waiting for the doctor's arrival.

#### QUESTIONS

- 1. What is meant by the normal child and by normal growth in the child?
- 2. What are some of the peculiarities of the physiology of child-hood and how do they affect a child's work or play?
  - 3. What is meant by the functional capacity of a child?

- 4. What are some of the inherited and acquired physical defects which cause fatigue?
- 5. Is there any connection between nervousness and fatigue? Discuss this question in view of the text. What is the relation between posture and fatigue?
- 6. What are some of the conditions which fatigue infants and older children and what may be done to prevent fatigue by (a) parents; (b) school administrator; (c) teachers?
- 7. Describe a half dozen fatiguing things which may happen to a child in an evening at home and substitute a half dozen restful things which might happen.
  - 8. By what means may children be taught good health habits?
  - 9. What part do food, rest, and sleep play in preventing fatigue?
  - 10. How is fatigue sometimes caused by defects in the following:
- (a) Play material; (b) social contacts; (c) economic conditions;
- (d) home-study program?
- 11. What is mental hygiene and how may a knowledge of it be useful in preventing children from becoming tired?

# Fenton, Jessie C. A Practical Psychology of Babyhood. Boston, Houghton Mifflin Co. 1925. 348 p.

"Slow up; picture ahead." Some such mental signpost might prove helpful in the mother's journey through her baby's first year. Many parents take snapshots to show how their children look from month to month, sometimes even from week to week. Mrs. Fenton has taken activity pictures to illustrate the child's development. This opens a new photographic vista to the parent who would engage in a profitable study of a preschool child. It would turn an amusing pastime into a richly profitable vocation.

The text of the book, based as it is upon an understanding of child nature and child needs, is an adequate accompaniment to the delightful pictures.

#### QUESTIONS

- 1. What is meant by each of the following terms describing movement: (a) Impulsive; (b) reflex; (c) instinctive? What relation do these movements bear to the dawn of consciousness?
- 2. What impulses find expression in a baby's play, and how does a knowledge of this help in selecting a baby's toys?
- 3. How would you test a baby's development at a given time in each of the following senses: (a) Sight; (b) hearing; (c) smell; (d) taste?

- 4. Why is a study of a baby's hand movements important to the student of child psychology?
  - 5. Describe the stages in a baby's learning to walk.
- 6. What are some of the stages by which a baby learns word formation and vocabulary enlargement?
- 7. What are the three elements of mental life possessed by the child at birth?
- 8. How may the baby's memory be stimulated and what relation has it to imitation?
- 9. What is meant by amount of mentality and effectiveness of mentality in an individual?
- 10. What is the significance of (a) smiles; (b) laughter; (c) cheerfulness; (d) sympathy; (e) jealousy, in the development of social attitudes in children?
- 11. What is the average development of the 18-months-old child as regards (a) locomotion; (b) use of hands; (c) vocabulary; (d) self-restraint?
- 12. Do you consider the keeping of such records as those given in the appendix of any practical help in child rearing? Why?

## York, Oxford University Press. 1924. 233 p.

Nervousness is that intangible something which may turn the sanctuary of the home into a perfect bedlam of jarring natures. Why are children nervous? Usually because they have nervous parents. And why are parents nervous? Probably because they, themselves, were subjected as children to irritability in their elders. The thoughtful parent will try to put an end to this vicious circle. With this in view Cameron's "Nervous Child" might be read.

#### QUESTIONS AND SUGGESTIONS

- 1. Why is it necessary to understand each of the following qualities in order to avoid nervous disturbances: (a) Imitation; (b) suggestibility; (c) love of power; (d) reasoning power?
- 2. What are the causes of each of the following manifestations in children: (a) Timidity; (b) anxiety; (c) fears; (d) bad temper; (e) pranks; (f) foolhardiness; (g) abnormal naughtiness? How should each be controlled?
- 3. What are the principal physiological manifestations of nervousness in children and how may these be overcome?

- 4. Give six other signs of nervousness and a correct method of dealing with each.
- 5. What relation have toys, books, and children's parties to nervousness?
  - 6. How does nervousness manifest itself in the newborn infant?
- 7. What sort of training, physical, mental, and moral, tends to overcome nervousness in the growing child?
- 8. In what ways may a child's general physique be affected by nervousness?
- 9. What special treatment should a nervous child receive in case of illness?

## Blanchard, Phyllis. The Child and Society. New York, Longmans, Green & Co. 1928. 369 p.

The time will come (how incredible it seems to the mother learning clumsily to bathe her wriggling infant) when he who is now an infant will take his place in the world of grown-up men; and the morning of that first bath is not too early for her to begin to consider herself the parent of a man of the future. Phyllis Blanchard's "The Child and Society" will help her to attain that high attitude of mind.

#### QUESTIONS

- 1. What part do the emotions play in the progress of the individual?
- 2. What is the ideal family-child relationship and what part do the following play in the working out of that ideal: (a) Parent-child relationship; (b) brother-and-sister relationship; (c) imitation; (d) discipline?
- 3. What part does intelligence play in social adaptation and what other characteristics enter in?
- 4. What problems arise in the schoolroom concerning children who are under or above normal, what measuring methods are in use to discover the relative mentality of the child, and what types of schools are meeting the needs thus disclosed?
- 5. How have past civilizations used the play instinct to raise the standard of the State, and what opportunities are open in this age of science to leaders along these lines?
- 6. From what sources do children get their religious and moral ideas, and of what use are these ideas in preparing them for adult life?

- 7. What influences tend to fix the reading habit and the amount and quality of that reading?
- 8. What effect is probable of the reading habit on the child in acquiring (a) an education and (b) social adjustment?
- 9. In what respect may the motion picture be expected, in its present stage of development, to make constructive, and in what respect destructive, contributions to the child's environment?
- 10. Should a parent of to-day try to bring up his child substantially as he was brought up? Why?
- 11. How does socialization tend to lessen individualism as regards the children of to-day?
- 12. What are some of the psychological and sociological manifestations of adolescence?
- 13. Why is it important for young children to observe desirable behavior patterns and what are some of the signs of their failure to do so?
- 14. What is a psychiatric child clinic and what need does it meet in the community?
- Gesell, Arnold L. The Mental Growth of the Preschool Child. New York, Macmillan Co. 1925. 447 p.

A single mental attitude, that of "thought testing," is said to have brought about what is known as modern civilization. The novelty of this phrase need not alarm us, for nowadays we are all familiar wth the term "laboratory method." That method was utilized by Galileo when, in 1590, he dropped two balls of unequal weight from the famous leaning tower, calling upon all Pisa to observe what happened to the balls. For those who would like to observe a child psychologist in the act of testing his own thought, and, as a result, to learn the present technique of child study in the laboratory, Gesell's "Mental Growth of the Preschool Child" is recommended.

#### QUESTIONS AND SUGGESTIONS

- 1. To how many stages in the development of child life does this book give special consideration? In which of these stages is your child?
- 2. How was this investigation of preschool life and development organized? What is a norm?

<sup>&</sup>lt;sup>1</sup> Kilpatrick, William Heard. Education for a Changing Civilization.

- 3. Discuss the four fields of behaviorism studied in chapter 7 and the subheadings under which each is studied.
- 4. Under what subheadings would each of the following activities fall: (a) Pushing the feet; (b) drawing a man; (c) pointing to pictures; (d) reaching for spoon; (e) number of fingers?
- 5. Give one normal reaction at each of the age subject headings listed: (a) 4 months—personal social; (b) 9 months—motor characteristes; (c) 18 months—language; (d) 5 years—adaptive.
- 6. Give one deviation from normal under each one of the four fields of behavior: (a) 6 months; (b) 18 months; (c) 4 years; (d) 6 years.

### SUPPLEMENTARY READING LIST

Groves, Ernest R. Social Problems of the Family. Philadelphia, Lippincott Co. 1927. 314 p.

Chapter 13. The Parent and the Child.

- HERFORD, WILLIAM H. The Student's Froebel. Boston, Heath & Co. 1900. 112 p.
- HOLLINGSWORTH, LETA S. Gifted Children. New York, Macmillan Co. 1926. 369 p. (Highly technical.)
- Monroe, Will S., ed. Comenius's School of Infancy. Boston, Heath & Co. 1896. 99 p.
- Norsworthy, Naomi, and Whitley, Mary Theodora. The Psychology of Childhood. New York, Macmillan Co. 1918. 375 p. (Highly technical.)

Chapter 12. Family Adjustment.

TERMAN, LEWIS M. The Measurement of Intelligence. Boston, Houghton Miffln Co. 1916. 362 p.

### LIST OF AVAILABLE READING COURSES ISSUED BY THE UNITED STATES OFFICE OF EDUCATION

- 1. World's Great Literary Bibles. Rev. 1928. Contains suggestions for readers and references.
- 2. Great Literature—Ancient, Medieval, and Modern. Rev. 1928.
  - 6. Thirty Books of Great Fiction. Rev. 1927.
  - 8. American Literature. 1926.
  - 22. Agriculture and Country Life. Rev. 1928.

- 29. The Preschool Child. Rev. 1929. Contains questions, suggestions for readers, and references.
  - 30. Forty Books for Boys and Girls. Rev. 1929.
  - 31. The Appreciation of Music. 1927.
- 32. The Whole Child. 1928. Contains questions, suggestions for readers, and references.
  - 33. Foundations of Family Life. 1929.
  - 34. Problems in Adolescence for Parents. 1930.
  - 35. Nature Study. 1930.

